DOCUMENT RESUME

ED 294 050 CE 050 126

AUTHOR Fadely, Diane C.
TITLE Job Coaching in Supported Work Programs.
INSTITUTION Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS AGENCY Rehabilitation Services Administration (ED), Washington, DC.
REPORT NO ISBN-0-916671-75-5
PUB DATE 87
NOTE 164p.
AVAILABLE FROM Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Adult Education; Job Development; *Job Placement; *On the Job Training; Records (Forms); Secondary Education; Student Evaluation; *Transitional Programs; Vocational Evaluation; *Vocational Rehabilitation; *Work Experience Programs
IDENTIFIERS *Job Coaches; *Supported Work Programs

ABSTRACT

This guide is intended to address the many roles and functions of job coaches in various employment settings. The guide was written to assist the following groups of service providers: (1) vocational rehabilitation personnel working in rehabilitation facilities, sheltered workshops, work activity centers, or other supported work-oriented programs; and (2) school system personnel, specifically those involved with work experience or work study transitional programs. The materials included can be used as a self-study or inservice training programs text, an aid to supervisors planning to hire job coaches, or a guide for agencies seeking to establish supported work programs. The following topics are covered in the individual chapters: vocational evaluation, job development, job analysis, client-to-job matching, on-the-job training, and worker evaluation. Each chapter describes techniques and procedures that have been found to be effective in actual job coaching situations. Initial employer contact, employment survey, position/job site survey, job analysis, client analysis, client-to-job matching, task analysis, production rate, and supervisors' employee evaluation forms are also provided. Appendixes include information about supplemental security income and lists of agencies serving and journals dealing with disabled populations and related employment issues. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Job Coaching in Supported Work Programs

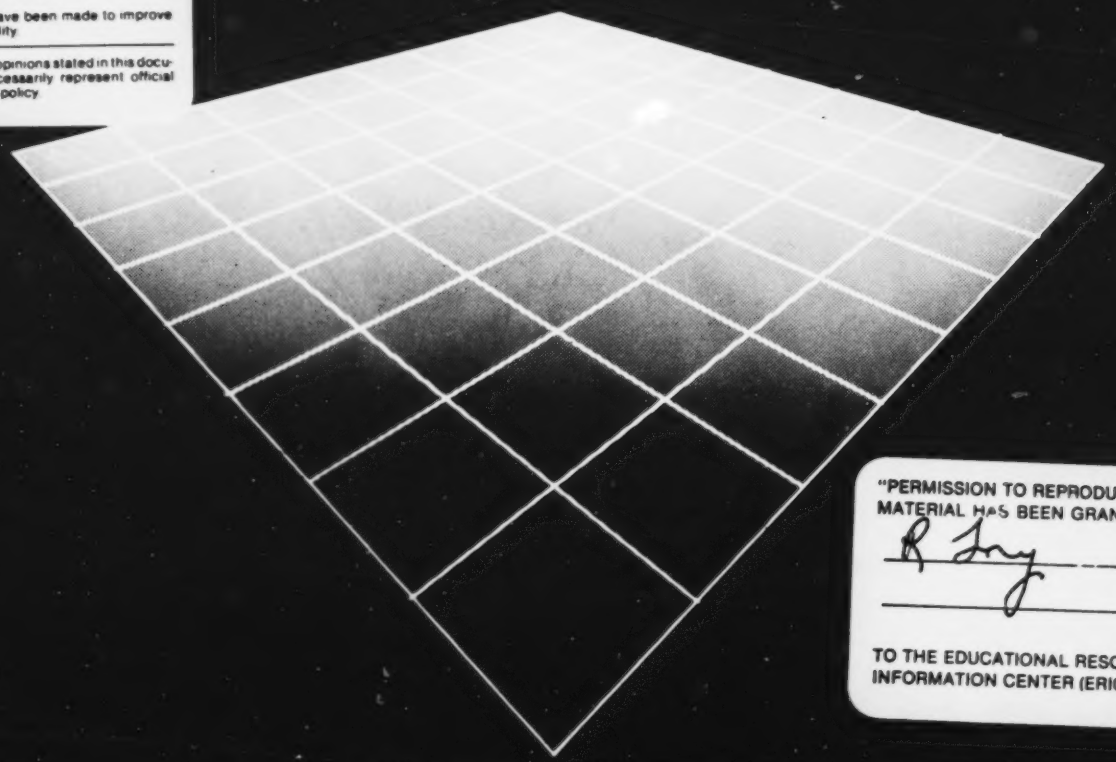
U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED294050



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R Ivy

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Diane C. Fadely, M.Ed., CWA

MDC
Materials Development Center
University of Wisconsin-Stout

CE050126

Job Coaching in Supported Work Programs

Diane C. Fadely, M.Ed., CWA

Materials Development Center
Stout Vocational Rehabilitation Institute
School of Education and Human Services
University of Wisconsin-Stout
Menomonie, Wisconsin 54751

Copyright © 1987

Materials Development Center
Stout Vocational Rehabilitation Institute
School of Education and Human Services
University of Wisconsin-Stout

All rights reserved. No part of this book may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying or recording, or by any information storage or retrieval system without permission in writing from the publisher.

ISBN: 0-916671-75-5

This publication was funded in part by a grant from the Rehabilitation Services Administration, U.S. Department of Education, Washington, D.C.

Preface

References to transitional employment and supported work abound in rehabilitation and education literature. This trend in the literature is indicative of a major change in philosophy and acknowledges the fact that disabled people have proven that they can become productive in the competitive job market. The purpose of transitional employment and supported work is to provide disabled persons with the type and degree of on-the-job training and support required for them to function as productive workers. The pivotal person in this model is the job coach.

This publication is designed to address the many roles and functions of job coaches in various employment settings. Techniques and procedures that have been found to be effective in actual job coaching situations are presented. The forms contained in this book may be duplicated or modified for use within a single facility or program; they cannot be sold.

This document was written for the following groups of service providers: (1) Vocational rehabilitation personnel working in rehabilitation facilities, sheltered workshops, work activity centers, or other supported work-oriented programs; and (2) school system personnel, specifically those involved with work experience or work study transitional programs.

Suggested uses of this book are: self-study or in-service training of the personnel listed above; a reference for developing a job description for job coaches; an aid for supervisors planning to hire job coaches; and a guide for agencies seeking to establish supported work programs.

I would like to thank Mrs. Mary Richter for providing me with reference materials and for her support in this endeavor. I am especially grateful to Dr. Karl Botterbusch for his encouragement and guidance. My patient husband, Milt, was my source of strength and inspiration for this project.

Table of Contents

Chapter		Page
1	Introduction	1
2	Vocational Evaluation	7
3	Job Development	18
	Employment Survey Form	22
	Initial Employer Contact Form	27
	Position/Job Site Survey	29
4	Job Analysis	33
	Job Analysis Form	49
5	Client-to-Job Matching	61
	Client Analysis Form	78
	Client-to-Job Matching Form	102
6	On-the-Job Training	109
	Task Analysis Record	126
	Production Rate Record	129
7	Worker Evaluation	132
	Intervention Strategies	135
	Supervisor's Employee Evaluation Form	147
	Appendices	151
	References	157

Chapter 1

Introduction

In recent years, there has been a radical change in rehabilitation and related philosophy that has revolutionized programs for disabled adults. The custodial care mind-set from which day activity centers and other "pre-vocational" facilities emerged has, to a great extent, given way to a more positive, pro-active, employment-oriented approach. We now see a decline in adult day care facilities for the disabled and an increase in programs devoted to a variety of supported work models.

For years, the remedial, developmental approach dominated programs for people with handicaps. It hails back to educational roots and, ultimately, to the medical model. Conceptually, the congenitally disabled were viewed as having faulty developmental patterns. Interventions were then fashioned to bring them along the developmental continuum to the point where they would, ideally, exhibit "readiness" to learn higher level skills. For most people, readiness never came. There was virtually no movement out of day centers into the competitive job market.

Current thinking acknowledges the obvious developmental differences found in many disabled individuals. However, the thrust has been to adapt programs to client needs instead of demanding often impossible changes in the client as a prerequisite for training or competitive employment. Innovative programs such as transitional employment and supported work feature job coaching services to assist many of the disabled as they stake their claim in the competitive work force.

Supported Work and Transitional Employment

Transitional employment and supported work are important examples of Place-Train models. Both rely heavily on the skills and intervention of the job coach. In both - clients are placed in community-based jobs and are trained in the work environment by the job coach.

The term "transitioning" has assumed a prominent place in rehabilitation and education circles. It refers to the movement from educational, child-centered services into the adult service system. Transitioning may be construed to include high school, graduation, and the postsecondary period. Transitional employment involves time-limited on-the-job training for disabled young people as they move from school into the world of work.

Typically, prospective transitional employment clients are first given a vocational evaluation to assess their vocational skills, preferences, and needs. The results of the evaluation and other relevant data are carefully considered and are shared with the client, the client's family, and the school transitioning team that may include professionals from education, rehabilitation, and other agencies. If transitional employment has been deemed appropriate by the group, the job coach develops a work site in the community for the client. The coach assists the client with requisite interviewing skills and accompanies the client to the interview. Before agreeing to place the client, the job coach conducts a job analysis to determine the requirements of the job. This will help the coach ascertain whether or not the client can accomplish or learn to perform the job. The coach then learns the job so that he/she can instruct the client. All training is done on the job and includes all facets of working in the community, (i.e., social behavior, skill training, mobility and transportation skills). As the client becomes more able to perform independently, the job coach phases out or "fades."

Throughout the program, it is very important for job coaches to monitor their clients' progress at regular intervals, to advocate for clients when necessary, and to teach clients to become their own advocates.

Supported work programs are available to adults who are disabled through a variety of organizations and agencies (e.g., Association for Retarded Citizens, United Cerebral Palsy Association, and Epilepsy Foundation). Funding must be arranged to make service delivery possible. Unlike transitional employment programs, supported work can be provided to the client on a long-term basis. If necessary, a client may be served indefinitely in a supported work program.

Vocational evaluation may or may not be included in supported work programming. However, the sequence of job coaching interventions are virtually identical to those described for coaches in transitional employment programs.

Other Models

The Train-Place model is commonly used in school settings and vocational rehabilitation agencies. This is the training method most associated with preparation of non-handicapped people for the trades and other skill areas requiring extensive training. Typically, disabled clients receive vocational evaluation prior to placement in Train-Place programs in the effort to match the client to the most appropriate program. Training usually includes a combination of classroom instruction and practical, hands-on experience in a simulated work setting. For this model to be beneficial, the client must have the ability to transfer information and skills learned in the training environment to an actual work situation - the final phase of the program. It is this very element of transfer that renders the Train-Place model ineffective for many people with cognitive deficits such as learning disabilities and mental retardation.

Train-Place worksites are competitive and community based. Work experience coordinators assist the trainee in locating a job and in arranging for the interview. At this point, the applicant must assume full responsibility for performing job duties with guidance from superiors and more experienced workers. In effect, the work experience coordinator's job is completed once the trainee is placed. Except for periodic checkups, very little coordinator intervention occurs after this point.

Cooperative or apprenticeship programs offer another means of preparing to enter the trades or technical fields. Vocational evaluation is not performed before entry into these programs because they are not structured for the disabled. Eligibility is established by presenting resumes, academic records, and other relevant information. Screening includes formal and/or informal interviews.

These programs may be structured in different ways. Some require the trainee to participate in classroom instruction for a given number of hours in combination with a certain number of hours of on-the-job training. Others require the trainee to work exclusively under the supervision and direction of a master tradesman. In both situations, the trainee is paid while working and learning.

Cooperative and apprenticeship programs are seldom available to significantly disabled people. Those with mild learning problems or limited physical disabilities are sometimes accepted.

Sheltered employment is the major non-competitive model and was designed for disabled persons. Clients participate in vocational evaluation before being placed in sheltered workshops or work activity centers. The original goal of this model was to train clients in prerequisite work skills for competitive employment. Unfortunately, time has proven that relatively few workshop clients have moved from sheltered employment to competitive jobs.

Many criticisms have been levelled at sheltered employment. There the severely disabled are grouped together in a highly specialized environment which affords them few opportunities for contact with the mainstream population. Workshop wages are poor with no benefit packages available to clients. There is usually little pressure to produce high volume or good quality work, therefore, clients tend to work below their potential.

Supported work and transitional employment programs offer valuable opportunities for disabled workers. The jobs themselves are real and competitive, producing income, and integration with the general population. The extensive on-site training and client advocacy built into these models allow disabled persons to enter the work force before they have acquired all the social and job skills required for independent functioning in a work setting. In this manner, these models defy the developmental framework typical of Train-Place and sheltered employment programs. Unlike the time-limited services found in traditional rehabilitation programs, the supported work model is structured to provide ongoing, direct service to the disabled as long as it is needed.

The feature that is most characteristic of the supported work model is the job coaching component. Some sources refer to the job coach as a job coordinator, job trainer, or in education programs, the work study coordinator. In this publication, the term job coach will be used. It is the job coach who manages the various aspects of the supported work program (i.e., job development, training, placement, worker advocacy, and follow-up). The continuity of service which the job coach provides is the keystone of the success of supported work programs.

It would be wonderful to be able to state that supported employment is appropriate for all disabled people. Unfortunately, this model is not a panacea. It has proven to work well for many people classified as developmentally disabled, mildly and moderately mentally retarded, learning disabled, language impaired, physically disabled, and those with sensory and sensory-motor disabilities. The severely retarded have met with somewhat less success than those with milder involvement. In general, severely disabled clients require more intensive services from the job coach to benefit from supported work programs.

This model has been marginally successful with those who have severe behavior and emotional problems and clients with serious health problems which interfere with work attendance.

Job Description for the Job Coach

Job coaching is multi-faceted because of the many people, systems, problems, and duties which the job coach must address on a daily basis. The following are the major responsibilities of the job coach:

1. Job development: locating competitive jobs in the community and contacting prospective employers regarding jobs for clients. Supported work programs cannot exist unless appropriate jobs are located for clients since training follows placement on the job.

2. Job analysis: task analysis or step-by-step breakdown of a specific job which defines each increment in the work process and identifies requisite worker abilities. Job analysis allows the coach to assess the requirements of a job in fine detail. This is a most important placement and training tool which enables the job coach to make fewer mistakes in placement and expedites on-the-job learning for the client.

3. Client-to-job matching: process of correlating client skills, interests, abilities, and other characteristics to an appropriate job. Successful matching of the client to a specific work site is one of the chief secrets of successful job coaching. Good matches result in longer job tenure, better worker adjustment, better advancement on the job, as well as more favorable employer-worker relations.

4. On-the-job training: direct instruction of the client in the performance of job duties in the work environment during work hours. The client is paid during this period. The job coach uses the task analysis and knowledge of the client's learning

style to teach the client to perform job duties. This is the major training technique in the supported work model.

5. Worker evaluation: process of determining the degree of success achieved by the client on the job; may involve interviews with the client and his/her supervisor, on-site observations, and the completion of worker evaluation forms by the supervisor. Ongoing evaluation enables the job coach to remain apprised of the client's progress on the job. When necessary, interventions are devised to assist the worker in overcoming problems, improving job performance, and retaining the job.

Throughout the job coaching process, the coach acts as an advocate for the client. Just as the job coach attempts to fade of phase out in job training to foster independence in the worker, the coach must attempt to encourage and train clients to address their job-related problems and become self-advocates to whatever extent they are capable. Assertiveness (within generally acceptable boundaries), leadership, decision-making, and a full range of self-help and coping skills are included in this area.

Types of Jobs Typically Sought

There is a tendency to focus on service oriented jobs for clients in supported work programs. There are several reasons for this. Service oriented jobs are:

- labor intensive
- often easily simplified into a few simple steps manageable for the client
- subject to frequent staff turnover, making them more available to the disabled
- available in a number of work settings
- possible for workers with entry level skills
- plentiful at the present time

Some common service oriented jobs:

- custodian
- food service worker
- grocery store bagger
- busboy
- laundry worker
- service station attendant
- school bus aide
- window washer
- hotel houseman
- stocking clerk

It is important to avoid stereotypical thinking when considering jobs for disabled workers. The client's abilities and interests may suggest a direction other than service oriented positions.

Some common non-service oriented jobs:

- teacher's aide
- construction worker
- autobody worker
- mailroom clerk
- machine operator
- veterinary assistant
- data entry clerk
- factory line worker
- child care assistant
- file clerk

Philosophy for Successful Programming

Job coaching is so multidimensional and demanding that it is tempting to attend to its mechanics alone. The position requires not only definable performance abilities, but certain personality characteristics and attitudes.

First and foremost, a job coach should have a good self-concept and a well integrated personality. A sturdy emotional makeup with high tolerance for stress is very important because this job is highly stress producing. Job coaching involves facing anticipated problems and all too frequent unexpected ones. Good coping ability is essential.

The job demands physical and emotional flexibility and stamina. There is much driving from place to place, constant changing of environments and people, jobs to be learned so that clients can be trained to perform them, long term plans to be made as well as split second decisions. At times, the physical work is heavy and dirty. Need-

less to say, a good sense of humor is a tremendous asset.

Finally, job coaches must be willing to work with all types of clients, regardless of their type or degree of disability. An atmosphere of respect enhances the job coach's interactions with clients and encourages workers to feel good about themselves and take pride in their work.

It is important to remember that clients are referred to supported work programs because they have serious difficulties that require the skillful intervention of the job coach if they are to be successful in competitive employment. Growth and change take time and effort. In all of this, the job coach must be patient.

What type of training best prepares one to be a job coach? A job coaching applicant would be wise to have at least a bachelor's degree in one of the following areas or a related field:

- rehabilitation counseling
- special education
- vocational education for the handicapped
- vocational evaluation
- counseling of the disabled

It is advantageous to have had previous experience working with disabled young people and/or adults in schools, centers, evaluation units, etc. The purpose of training and experience is to assure that prospective job coaches have a thorough knowledge of the various types and degrees of disability and the ability to plan and execute interventions to train the disabled to perform in non-sheltered environments.

Job coaches must also be willing and able to manage extensive paperwork related to the job such as report writing and the development of forms and worker contracts. Field work and office duties are both time consuming and, when combined, result in a complex schedule. It is valuable for job coaches to have time management skills so that they will be able to balance both aspects of the job.

All programs should have a well defined philosophy for effective policies and procedures to be developed. Supported work programs are no exception.

The basic premise of supported work programs for the disabled is that these people have the same right to work as the non-disabled. Also, many people with disabilities have the potential to work in competitive jobs. Like the non-disabled, they have the right to earn a decent wage and to receive benefits such as sick leave, vacation time, and health insurance. Those who are marginally productive because of severe disabilities may require special compensation arrangements (i.e., pay below minimum wage, reduced working hours). A spirit of fairness must prevail so that abuse does not creep into these programs.

There is also an economic rationale for employing workers with handicaps. As workers, they contribute toward their own care, the tax base, and the economy.

Of course, there are also humanitarian reasons for these people to work. Work gives meaning to life, instills pride, defuses frustration and boredom, and builds self-esteem. It also relieves families of much of the burden associated with long-term care and support.

Chapter 2

Vocational Evaluation

Difference Between Evaluation and Assessment

Clients being considered for placement in supported work programs are often referred for vocational evaluation. This is particularly commonplace in school based transitional employment programs because federal guidelines require vocational evaluations for handicapped students. It should be noted that formal vocational evaluation is not a prerequisite for placement in all supported work programs.

The terms "vocational evaluation" and "assessment" are often used interchangeably while, in fact, they are distinctly different in philosophy and intent. The client is an active participant in vocational evaluation. A variety of data are collected ranging from behavioral observations to self-reports. The goals of these activities are: (1) to identify the clients's vocational potential, interests, and deficits, thus enabling both the client and the vocational evaluator to gain a thorough understanding of the clients potential to work; (2) to encourage the client's vocational development. Vocational evaluation is a highly interactive process that requires the involvement of both the client and the evaluator and requires mutual trust and sharing between them. The evaluation period may vary from a few days to several weeks depending upon the type of service requested and available resources. In final analysis, the data that are so carefully and scientifically gathered must be weighed in a subjective yet professional manner by the evaluator.

Assessment, on the other hand, is a diagnostic procedure that uses the same tools and techniques as vocational evaluation. It differs from evaluation in philosophy and intent and is directed at determining the client's vocational strengths and weaknesses. More limited and less interactive than vocational evaluation, assessment examines the more easily quantifiable client characteristics (i.e., vocationally related aptitudes, physical abilities, functional academic skills). Little time is devoted to vocational interests, career exploration, and attitudes.

Both evaluation and assessment use similar methods but differ in that evaluation is much more personalized. Evaluation seeks to expand vocational self-discovery by tapping clients' interests and opinions and offers in return information and experiences with the potential to enrich their vocational future. In evaluation, clients are more participants than subjects for study. Assessment tends to regard them as subjects to be observed and diagnosed. When given the choice, vocational evaluation is the process of choice because it yields far richer returns for both clients and placement personnel. (Botterbusch, 1983)

Methods of Accessing Vocational Evaluation

Students in the public schools receive vocational evaluation services as part of their special education program. Disabled students are usually referred for vocational evaluation by special education teachers or guidance counselors before decisions are made about their vocational placement. Evaluation units are often housed in vocational-technical centers and comprehensive high schools. Because evaluation is part of the special education student's legal entitlement, there is no fee for service.

The adult service system operates in a totally different manner. Disabled adults must prove their eligibility for services because there are no entitlement programs for adults. In the case of vocational evaluation services, disabled adults may apply to the local office of the Division of Vocational Rehabilitation (DVR). As a public

agency, DVR is subject to stringent regulations regarding case management. A client seeking DVR to fund a vocational evaluation must submit to interviews, physical and psychological examinations, and other procedures prescribed by the DVR counselor to establish eligibility for services. Having officially opened the case, the counselor may request a vocational evaluation for the client. This may be conducted at the state rehabilitation center or at a private local facility such as a workshop or day activity center with an evaluation unit.

As previously stated, there are no entitlement services for adults, meaning once eligibility for DVR services has been established, the counselor must determine if the client falls below or above the income guidelines to establish what portion of the fees for service, if any, DVR will pay. There is a sliding scale for services with DVR paying full fees for clients with the lowest incomes allowed by DVR guidelines.

Clients may also access vocational evaluation through private agencies and sheltered workshops which house evaluation units. Again, the client must establish eligibility with DVR to access funds for payment of fees or agree to pay for the vocational evaluation themselves.

Basic Components of Evaluation

In order to provide a comprehensive and meaningful vocational evaluation for a disabled person, the evaluator must assess physical, cognitive, and psychosocial functions. The contents of evaluation reports can prove valuable to job coaches as they plan supported work placements for new clients. It is frequently helpful for coaches to review the reports of clients who are not meeting with success on the job. Insights gained by examining unsuccessful clients' evaluation reports can be useful in guiding job coaches as they restructure difficult tasks for clients, develop new strategies for interacting with clients, and locate more appropriate types of jobs in view of client characteristics.

When evaluating disabled people, the following six areas must be addressed so that vocationally relevant information can be collected for the evaluation report:

1. Case History - Case history elements help to direct and focus the evaluation. The vocational evaluator gathers data from the following areas before planning the actual evaluation. This body of information comprises the client's case history.

   - personal history - Family members living with the client, marital status, family and individual income and debt status

   - educational history - Schools attended, graduations, licenses, post-secondary training, approximation of literacy level based on present performance

   - employment history - Military service, major jobs in past 15 years with duties/tasks described; for school populations, relate to volunteer and part-time jobs, hobbies and interests

   - medical history - Recent and present medical procedures and treatments related to disability, medications, and restrictions with accompanying medical documentation

   - present activities - Daily activities, client reports of physical problems and limitations

2. Physical and Psychomotor Abilities - Physical abilities refer to those body movements that are often required for work. The following capacities are assessed according to established standards in evaluation.

   - strength - sedentary, light, medium, heavy, very heavy
   - worker positions - standing, walking, sitting
   - worker movement of objects - lifting, carrying, pushing, pulling

- climbing and/or balancing
- stooping, kneeling, crouching, and/or crawling
- reaching, handling, fingering, and/or feeling
- speaking and/or hearing
- seeing

Psychomotor abilities refer to coordinated movements of the body as a whole (e.g., walking a straight line) or of a particular part of the body (e.g., with arms extended and eyes closed, bringing index fingers together and touching). These may be judged either by behavioral observation or measured with standardized instruments.

3. Academic Achievement - Early in the evaluation, the evaluator determines the client's present achievement level in reading, written expression, and mathematics so that tests and work samples of appropriate reading level are selected. Tests and inventories are also available for nonreaders and those with low reading achievement scores.

   Academic skills are most readily assessed by administering norm referenced standardized tests constructed for use with adults. These tests yield grade equivalents, standard scores, and percentiles, permitting an individual's performance to be reported in functional terms. Informal methods such as writing samples and informal reading and mathematics inventories may also be used to gauge the effectiveness of a client's functional academic skills without rendering grade equivalents.

   Information on the basic academic functioning of the client is valuable to the job coach as well as the vocational evaluator because degree of literacy impacts directly on job training and placement. Many jobs such as those in the clerical and sales areas require functional reading and mathematics skills. A good understanding of the potential worker's functional academic skills enables the job coach to more effectively survey occupational possibilities.

4. Work Related Aptitudes - It is necessary for the evaluator to establish the relationship between job requirements and the client's performance ability. This is clearly of interest to the job coach because it is a vital element in client-to-job matching.

   Job aptitudes have been specified and defined in the Handbook for Analyzing Jobs (DOL, 1972) and a Guide to Job Analysis (DOL, 1982). The vocationally relevant aptitudes include the following: G - general learning ability; V - verbal; N - numerical; S - spatial; P - form perception; Q - clerical perception; K - motor coordination; F - finger dexterity; M - manual dexterity; E - eye-hand-foot coordination; and C - color discrimination.

   The vocational evaluator has a wide variety of standardized tests and work samples from which to choose to measure the client's aptitudes. The General Aptitude Test Battery (GATB), a three-hour multiple choice test, is a frequently used measure. This instrument measures every aptitude listed above with the exceptions of eye-hand-foot coordination and color perception. These functions may be tested with other instruments. GATB results are particularly useful to job coaches because they may be readily related to specific job requirements as well as more general job clusters.

5. Vocational Interests - Cognitive and psychomotor factors are only part of the evaluation picture. Disabled clients have vocational preferences that must be considered during vocational evaluation and before job training and placement decisions are made.

   Students being considered for transitional employment frequently have little or no work history and, therefore, few work related experi-

ences upon which to draw. This is tragically true for deinstitutionalized adults being evaluated for placement in supported work programs. However, this should not imply that they do not have vocational dreams and interests. Job coaches would be wise to carefully review evaluation reports for interest areas.

Vocational evaluators identify vocational interests by noting clients' expressions of interest in particular work samples, administering interest inventories, and listening to and observing clients. Rather than being scientific, assessment of the client's vocational interests demands the evaluator's perceptiveness and professional judgement.

6. Affective Elements - The area of affect includes self-concept, feelings or emotions, tolerance for stress, anxiety level, motivation, and social-emotional factors such as personal relationships and interactions. In the realm of work, these factors are of great importance because they either enable a person to perform or they inhibit his functioning in the workplace. It is helpful to job coaches to examine evaluation reports for statements relating to clients' affective characteristics observed during the evaluation period such as client reaction to:

   - real and perceived failure and success
   - real or perceived criticism
   - having to discontinue a pleasurable activity
   - boredom or periods of waiting/unstructured time
   - errors and frustration
   - authority figures and peers

Although certain affective measures may be administered by vocational evaluators during evaluation, the results of these tests must be interpreted by a licensed psychologist. If the client was referred by DVR for the vocational evaluation, the DVR counselor probably obtained a psychological assessment or received a report of a current, validly administered assessment from the referring agency or school as part of the process of establishing eligibility for DVR services. Evaluators, therefore, must rely upon psychologists' reports, observational and interview data, client self-reports, and medical and psychiatric records to report on the emotional status of clients. Professional behavior demands that vocational evaluators and job coaches acknowledge their unique roles in assessing and tapping client vocational potential and that they concern themselves with vocationally relevant client psychosocial and emotional characteristics. (Botterbusch, 1983)

At its best, vocational evaluation not only assesses physical, cognitive, psychosocial and behavioral factors, it provides vital information to clients, referring agencies, and job coaches on clients' vocational strengths and weaknesses and provides a unique opportunity for clients to explore career possibilities in light of a heightened awareness of their capabilities. Futhermore, evaluation allows job coaches to obtain valuable information about client functioning in a simulated work environment, the evaluation unit. This takes some of the guesswork out of planning a supported employment placement for a new, relatively unknown client and shortens the data gathering period.

Using the Evaluation Report

For evaluation reports to be useful to job coaches, they must have a thorough understanding of the contents of these reports and the ability to interpret as well as interpolate various statements relating to clients' functioning. The fact that there are many different types of reports need not pose a problem if job coaches know what they are looking for and its vocational significance.

Ideally, agencies and schools should

have the option to select the factors they want to be assessed by evaluators. If the evaluator is pressed for time or resources are limited, an abbreviated evaluation may be planned. The areas listed in the previous section are conventionally included in vocational evaluations whether they are of long or short duration. It should not be assumed that a lengthy assessment period will yield more valid information. Skillful evaluators can provide very effective assessments in compressed time periods, so quality of service, not duration of the evaluation, dictates the overall value of the evaluation and of the resultant report.

Referral forms usually contain a statement indicating the reason(s) for referral for vocational evaluation. To effectively fulfill the purchasing agency's request, the evaluator must develop strategies to provide findings related to the reasons for which the client was referred. In practice, purchasers of evaluation services usually receive the type of report that the evaluator and/or the evaluating agency is accustomed to preparing. Referring agencies will often supply job coaches with evaluation reports if copies are requested.

With the report in hand, the job coach is faced with the challenge of using it as an aid for planning and executing a transitional employment or supported work placement for the client. The following are suggestions for maximizing information contained in evaluation reports, having first acknowledged that there are as many types of reports as there are evaluation units and evaluators.

1. Examination of the Whole Report for Placement Cues - Based upon the evaluator's assessment of the client's performance on a variety of measures and a number of informal procedures previously described, as well as professional judgement, the evaluator formulates recommendations in the evaluation report. This portion is an important part of the report, but job coaches should avoid the temptation to neglect or skim the body of the document and center exclusively on the recommendations.

   A major point for job coaches to consider is that it is quite possible that the evaluation may have been conducted for a purpose other than considering the client for supported employment. Perhaps the sending agency was contemplating further conventional vocational training for the client and wanted the evaluation to point a direction for that type of programming. One would then expect the summary and recommendations sections of the report to address traditional training concerns and not necessarily on-the-job training issues inherent to supported work. This scenario does not imply that such an evaluation report is useless to the job coach. A thorough review of the total report might contribute valuable insights into the client's work potential, possibly affording the coach the opportunity to avoid costly mistakes which could discourage the client causing a setback and ruining a job site for future clients.

   Specifically, the job coach should examine the total report for information regarding the client's functional literacy levels, performance of work samples, level of client interest in work samples, interests identified through inventories, interviews, and self-reports, physical, psychomotor, and perceptual limitations noted by the evaluator, effective and behavioral characteristics demonstrated in various phases of the evaluation, work environment preferences, and any other work related issues which could impact a supported work placement. It is a time saving habit to take notes on useful bits of information found in the report and then store them in the client's file folder for future consideration.

2. Avoidance of overemphasis on average/normal performance levels - A handy rule of thumb to follow when examining a client's evaluation report or dealing with a client is: Remember that the client has a disabling

condition that has made supported employment necessary if he/she is to obtain and hold a job. This is usually more apparent when working with mentally retarded clients because their handicapping condition readily implies reduced cognition and other abilities. In the case of persons with obvious physical limitations, the disabilities are easily discernable as are the hurdles these problems create. It is more difficult to maintain this mind set with clients who have hidden difficulties such as learning disabilities or emotional handicaps. So often they appear to be unimpaired and normal when, in reality, they may be very seriously disabled.

How do these observations affect the way a job coach "translates" evaluation reports? As previously stated, much of the evaluation report is developed from norm referenced test results. Unless the job coach has a background and interest in psychometrics, plenty of time, and access to Sweetland and Keyser's Tests, Second Edition, it is unlikely that he/she will be aware of the populations upon which various instruments were normed. Therefore, questions may emerge: (1) Was this test or work sample normed on a group with characteristics similar to those of my client? (2) How can I yield accurate, useful information from the report if I do not have this data?

Granted, many vocational evaluators take pains to depict clients' vocational potential and functioning in very constructive, yet realistic terms. Their reports tend to emphasize the client's relative strengths, taking into account the fact that the disability may have reduced functions such as work speed, tool handling ability, measurement skills, and the like. This type of report is very simple for the job coach to interpret because the evaluator has avoided the pitfalls inherent in measuring the client against a normative yardstick without skirting the issue of the client's real functional ability. Herein lies the answer to the two questions listed above: Avoid the temptation to lean heavily on normal performance comparisons with all types of disabled populations. Instead, draw or mentally depict a graph of relative strengths, even if they all fall below established norms. Remember that job coaching is aimed at determining vocational possibility and maximizing this until it becomes reality for the client in supported employment.

3. Observation of Peaks and Valleys in Performance and Interest Areas - Everyone, disabled or not, has talents, likes, and dislikes. This fact transfers to vocational areas; a thorough understanding of this simple statement is a powerful tool for job coaches. Peaks and valleys in the many areas that are tested and documented in vocational evaluation reports can provide helpful hints for job coaches and give direction to the supported employment process. It is wise to follow the "non-normative" parameters suggested above when noting high and low skill interest areas.

   In this context, performance may be construed to include aptitudes, perceptual and perceptual-motor abilities, specific work skills, work habits, and behaviors. Information on these areas is generally easy to retrieve from the assessment report. For job coaching purposes, it is handy to prepare a list enumerating peak and valley areas for later reference.

Example of the Performance List:

Client's Name **Source of Information** **Date of Report** **Today's Date**

AREAS OF RELATIVE STRENGTH

- **Functional reading and writing**
- **Punctuality**
- **Cooperation with evaluator**
- **Frustration tolerance**
- **Recognition of errors**
- **Gross motor**
- **Independent work**
- **Oral instructions**
- **Clerical tasks**

AREAS OF RELATIVE WEAKNESS

- **Functional arithmetic and money skills**
- **Tolerance for standing**
- **Hygiene and grooming**
- **Attention span**
- **Correction of errors**
- **Finger dexterity**
- **Tool handling**
- **Written instructions**
- **Mechanical tasks**

The same sort of list may be prepared to catalog vocational interests discovered during the vocational evaluation. Even those which are not deemed reasonable, given the type or degree of disability of the client should be listed because they could later prove helpful in guiding job placement. Example: The mildly retarded client who wants to be a nurse but lacks the ability to handle the academic demands of a nursing program may well be able to work as a health care assistant in a nursing home.

4. Consideration of Attitudes and Work Habits Exhibited During Evaluation - The evaluation period provides a kind of laboratory experience for the client in which the people, setting, and demands are unfamiliar. Clients know that they are being "tested" and, consequently, are more stressed and anxious than usual. The scenario is very similar to that of an employee on a new job where everyone and everything is unfamiliar. Through careful review of the evaluation report, job coaches have a rare opportunity to glimpse clients' reactions to unfamiliar people, tasks, and surroundings. This information could prove valuable when planning placements and appropriate interventions for clients.

Some behaviors, personality characteristics, and work habits are more vocationally relevant than others. Obviously, negative habits and attitudes which could compromise a community based work placement are of interest to the job coach. On the other hand, strongly positive traits tend to work to the advantage of clients. In reading evaluation reports, job coaches would do well to note positive and negative attitudes and work habits exhibited during evaluation.

The following are examples of critical positive and negative behaviors:

ATTITUDES, HABITS, AND BEHAVIORS	POSITIVES	NEGATIVES
• Grooming, hygiene, and dress	• Clean, neat, appropriate	• Dirty, unkempt, improper
• Conformity to rules	• Observant of rules	• Indifferent or rebellious
• Reactions to work	• On task	• Distractible
	• Attentive	• Short attention
	• Tolerant toward repetition	• Easily bored
	• High frustration threshold	• Easily frustrated
	• Infrequent complaints	• Frequent complaints
• Interpersonal skills	• Cooperative	• Balky, uncooperative
	• Accepting supervision	• Rejection of supervision
	• Accepting of criticism	• Upset by criticism
	• Appropriate questions/ requests for help	• Inappropriate questions/ requests for help
• Initiative/motivation	• Working without supervision	• Unable to work without supervision
	• Proper taking of breaks	• Failure to return on time from breaks
	• Caring about work quality	• Uncaring about work quality

5. Consideration of Job Clusters Suggested in the Report - If specific training or job placement was recommended in the evaluation report, the job coach should make note of it. This should not imply that the occupations recommended by the vocational evaluator are the only ones which are appropriate for the client. The Dictionary of Occupational Titles (DOT) used in conjunction with the evaluation report could reveal further employment possibilities. This publication is particularly useful to the job coach when the client's placement requirements are difficult or very unique. One caution: In order for an occupational title to have meaning for the supported employment client, a real, viable, and possible job bearing that title must exist in the community. What good is a recommenda-

tion that a person become a line worker in a shoe factory if there are no shoe factories in the community in which to work? Also, if a particular job is imperiled because of changing life styles or technology, it makes no sense for a job coach to seek such a placement for a client. On the other hand, new, previously unknown jobs are appearing thanks to technology. It is quite possible for an astute job coach to use the evaluation findings to match clients with novel, good-paying jobs in the community which have not yet been cataloged in the DOT.

Additional Concerns

The altruism and caring that leads people into the helping professions also prompts them to feel responsible for their clients, grow fond of them, and even have dreams and aspirations for them. This bonding is productive within practical limits, but loses its positive qualities when reality fades and wishful thinking takes over. The job coach may have found the seemingly perfect job for the client, only to discover that the placement is in direct conflict with the client's family's values and, subsequently, they have a low opinion of the "perfect job." Reality dictates that the job coach must develop a sense of the type(s) of work and environments that are proper for the client and acceptable to the family of the client.

It is logical to assume that if the client's family objects to the use of alcohol, they might object to the client being placed in a job at a liquor store. Likewise, an upwardly mobile or prominent family could possibly have some difficulty accepting the placement of a family member in a highly conspicuous custodial job. A very protective parent may object to the placement of a retarded daughter in an isolated work situation where there is little supervision. In all likelihood, adjustments in environment would remedy the objections previously listed.

Sometimes families have difficulty accepting the fact that an agency has determined that their disabled adult son or daughter can and should work. An example of this is the case of the man who was always late to work because his mother felt badly about insisting that he get up early for work. She perceived him as a sickly child, more in need of his sleep than his job. In another situation, the parent of a mildly retarded daughter refused to allow her to work a 40 hour week even though the client was able and willing to work full time. The parent stated that such good financial planning had been done that there would never be a need for the daughter to work so hard.

Although inroads have been made in counseling parents and family members to encourage the growth and independence of disabled young people and adults, there are still feelings to be considered. It is hard enough for the parents of non-disabled people to foster the independence of their adult children. In the case of parents of disabled adults, the challenge is much greater. So often there are feelings of guilt and inadequacy among these parents. These emotions can translate into anger and resistance, undermining the superb efforts of even the most highly skilled job coach. Family cooperation is a must if a supported employment program is to be of benefit to a disabled person. The good will of all concerned is needed to make the process work.

Summary

This section was devoted to presenting an overview of vocational evaluation and the resultant evaluation report. There are many fine, in-depth publications intended for vocational evaluators, however, this publication is written as a practical guide for job coaches and, as such, this section is tailored to fulfill their needs. An effort was made to illustrate techniques that job coaches can use to sort out valuable information from evaluation reports, even if these documents were not written with sup-

ported employment as the client's vocational goal. A particular emphasis was placed on preplacement factors which positively or negatively influence client's success in supported employment. Practical suggestions have been offered which have proven themselves in actual job coaching situations.

Chapter 3

Job Development

Definition of Job Development

There are many definitions of job development. For the purposes of this publication, job development is the process of locating competitive jobs in the community and contacting prospective employers regarding jobs for clients. Most supported employment programs do not employ job development specialists, but rely on job coaches to locate jobs for their clients. Expecting the coach to function as the job developer might at first appear to be impractical and burdensome. In actuality, this is a very efficient method of finding and securing appropriate positions in the community for clients. From a budgetary point of view, there is no need for additional staffing to develop jobs. More importantly, if there is a single contact person, employers will need to interact with only one person from the supported work program, the job coach. This structure subjects employers to fewer meetings, interruptions, and human interactions. The result is less stress and bother for the employer. Also, there is more opportunity for clear communication of expectations when fewer people are involved in agreements and arrangements.

Job coaches also reap benefits by being the developers of their client's jobs. Making all of the contacts with an employer affords the job coach the opportunity to develop a working relationship built on mutual trust and respect from the outset. This factor combined with the reduction of confusion explained above makes for fewer misunderstandings and more efficient management. Last but not least, job coaches retain a degree of control by developing their own work sites. This allows coaches to pursue jobs in geographic locations and industries that hold promise for their clients and the supported work program. It is important to bear in mind that the client's needs come first and that "staging a breakthrough" into a difficult to enter industry has no meaning unless clients will be the beneficiaries of that success. In summary, with control of job development comes a large measure of responsibility for the placement of clients in situations where they will be treated fairly and provided with opportunities to grow as workers.

Identifying Community Resources and Networking

The actual process of finding competitive jobs in the community requires a degree of public relations and business skill, persistence, and optimism. It is most helpful to begin by familiarizing oneself with the character of the community, its geography, and the business and political structures that operate within it.

Networking, the creation of lines of communication with potentially helpful people and organizations, is a valuable tool for job coaches seeking to establish contacts in the business community. A broad based network of contacts in the community can have a double-barrelled effect on job development by producing job leads as well as by spreading the word about the supported work program. The following groups are excellent networking resources for the job coach:

Local Chamber of Commerce - Chambers have listings of member businesses with telephone numbers, addresses, and contact people. Businesses are sometimes grouped according to characteristics such as size, type, location, products. Chamber personnel are excellent sources for names of civic leaders who may have networking connections to share with job coaches. By doing presentations at chamber meetings, it is possible to interest local employers in hiring disabled workers.

Business and Professional Organizations/Community Service Organizations - Groups like the Board of Realtors, the local medical society, the Rotary, and the Elks' Club are sometimes willing to invite outside speakers to their meetings to do presentations on supported work programs. These exposures may lead to productive contacts for job development.

Federal Job Programs - Federal job programs can be an excellent source of job placement and networking opportunities. Establishing working relationships with personnel associated with these programs can lead to job development leads, employer incentive funds, paid summer jobs for disabled youth, and a variety of training and job placement opportunities for clients who meet the criteria for program participation. The following is a description of current federal job programs.

Job Training Partnership Act (JTPA) - This federal employment program provides funding for vocational and academic education and job placement for youth and adults who are disabled or economically disadvantaged. JTPA funds are dispersed to state employment agencies and are funneled to local public employment offices. In an effort to make the program responsive to local needs, the federal government has mandated the creation of Private Industry Councils (PIC's) composed of leaders from the business community to offer advice and program direction at the local level.

The following JTPA programs target disabled persons and may be tapped through the local public employment agency of the state employment service:

- Title 2A - The bulk of JTPA funding is directed toward this program that targets handicapped and disadvantaged youth and adults. Because all programs are directed locally, the particulars vary. However, some basic principles hold true for all Title 2A programs:

  * They serve all handicapped and unemployed persons who have met the eligibility criteria.

  * They incorporate classroom training in functional academics and career education.

  * They provide funds for on-the-job training (OJT) that are used as employer incentives to hire disabled or economically disadvantaged persons. When an employer agrees to hire a person in the OJT program, then he/she pays half the employee's salary (to be at least minimum wage) and Title 2A funds subsidize the other half of the salary. The OJT time period and the allowable number of work hours per week vary by community.

- Title 2B - This is a smaller and less expansive program than Title 2A. The target population is handicapped and disadvantaged youth ages 14-21 years. Through Title 2B, commonly known as Summer Youth Employment (SYE), summer jobs are developed in the public, non-profit sector for youth with proven eligibility for the program. These are not truly competitive jobs because they were created for SYE applicants and are dissolved at the end of each summer when the program draws to a close. Job counselors are recruited to monitor the participants' progress and to trouble-shoot problems. Young people learn work habits and job skills while receiving at least minimum wage for their work. The most recent change in the 2B program has involved adding an academic component to the summer employment model. Again, local PIC's and the state and local employment services determine how the academic requirement should be implemented.

SYE has been successfully used as supplemental work experience for disabled students who participate in transitional employment programs during the school year. Through SYE, they are actively involved in work activities in the summer and return to school in the fall with new experience and, usually, with more ideas about the type of job they would like next in the transitional employment program.

Targeted Jobs Tax Credit (TJTC) - This federal program offers employers a federal tax refund as an employer incentive to encourage the employment of disabled and economically disadvantaged persons. TJTC was reenacted by Congress after a hiatus. The present effective period for the program is October 22, 1986-December 31, 1988, after which Congress will again make the decision to retain the program in its present form, to amend it, or to eliminate it.

TJTC makes hiring disabled employees more attractive for businesses. After the completion of simple paper work and receipt of notification that the criteria for participation have been met, the employer is eligible for a tax credit of 40% of the first $6,000 of salary earned by the disabled employee. Only one year's credit is allowed. To limit abuse, eligible employees must be on the job at least 90 days and have worked a minimum of 120 hours before the credit is valid.

TJTC may be accessed through the local offices of the various state employment agencies and through the Division of Vocational Rehabilitation (DVR) in jurisdictions where DVR has a cooperative agreement with state employment service.

Local office of the state employment service - Unfortunately, there is no standard name across the country for this agency. Each state has a state level employment agency with community based branches. Local employment offices usually maintain a listing of jobs available in the community and may be willing to share some or all of their job leads. It can be beneficial to form a working relationship with local employment service staff to facilitate access to federal and state funded on-the-job (OJT) programs. Staff can also process paperwork required for federal employer incentive programs like Targeted Jobs Tax Credit (TJTC).

Lists of Business People on Boards of Advocacy Groups - Contact local groups such as the Association of Retarded Citizens and the Association for Children with Learning Disabilities and obtain the names of their board members. These people tend to have an awareness and sensitivity to the needs of disabled people and may provide jobs or job contacts.

Personal Contacts - Confer with friends and acquaintances who may be willing to employ a disabled person or who may know prospective employers.

Parents of Clients or Families of Other Disabled Persons - Establish contact with families of disabled persons who may be willing to employ clients in their own businesses or assist with job leads.

Help Wanted Ads in Local Newspapers - Consult these listings for immediate job openings. Make note of high turnover jobs or those occurring frequently in the help wanted ads.

Concurrent Nature of Client Assessment and Job Development

The chapter on vocational evaluation appears immediately before job development to emphasize the philosophical and practical interrelationship of client assessment and placement. The availability of vocationally relevant data from the evaluation report lends logic and structure to the identification of an appropriate job for the client. Jobs for disabled people must be carefully fitted to their individual requirements if place-

ments are to benefit clients. A more complete discussion of matching clients to jobs may be found in Chapter 5.

On a more concrete level, evaluation and job development are concurrent in time. In order to more speedily place clients, the job coach should continually engage in job development activities. By periodically surveying the local job market, the coach creates a job bank of potential position and work sites to be used for new clients or old clients in need of another position.

Employment Survey Form

Much information is gathered from the various sources listed above. It is important to have a method of cataloging and saving the names, telephone numbers, and addresses of networking contacts, potential employers and businesses. The Employment Survey Form is offered as a tool for managing this information. One may choose to update the form on a periodic or on an as needed basis depending on the degree of change present in the community's job market activity. Job coaches in rural areas where business growth is limited and job turnover is low will probably update less frequently than coaches in rapidly growing communities.

It is particularly helpful to tailor a computer database program to handle Employment Survey Form information. Computer technology allows vast amounts of data to be stored, updated, and accessed in any number of ways with the added benefit of reducing "paper glut."

The first heading to appear on the Employment Survey Form is "High Frequency Job Openings" and refers to positions that often appear in the help wanted section of the local newspaper, on storefront signs, in employment service ads, etc. List these frequently occurring openings and others that are known to be subject to high rates of turnover. Be sure to note the level and type of training required for the job, necessary licenses or certifications, or any prerequisite experience under the subheading "Job Requirements/Training." Also list the source of the information such as the local daily newspaper, weekly community paper, newsletters, or the name of the agency or person who supplied the information. This listing is a handy guide for job coaches to consult when the job market is tight. Frequently occurring jobs are more likely to exist in that climate than jobs that are scarce in more favorable times. By working "backward," the coach can build a resource guide. This is done by taking a high frequency job title and compiling the names, addresses, and phone numbers of employers with such positions. In this manner, a "job bank" can be built based on the job title.

The heading "Targeted Businesses/-Employers" refers to work sites in the community that appear to be especially desirable for reasons such as:

- willingness to employ disabled employees - At times, employers approach supported work programs and express an interest in hiring clients or they may, in conversation, freely state that they would like to hire a client. Employers like this do not need convincing that disabled people are capable of being productive workers and display a rare readiness to employ. Having a core of employers with this attitude is a tremendous asset to the community and to supported work programs.

- need for additional staff - There are businesses that are subject to high rates of personnel turnover and who are continually advertising available positions. Often the employer is actively searching for potential employees who will remain with the company and offer stability to the work force. Employers operating under these conditions may be quite willing to hire a client who wants to learn the job and stay on for an extended period.

- availability of types of jobs suitable for clients in supported work programs - Service oriented jobs have become a cliche in supported work programs because so many clients are placed in them. Historically, businesses offering many labor intensive, service jobs at entry level are usually good placement prospects. There are often more opportunities for mentally retarded clients in service oriented jobs than in less labor intensive areas.

- favorable geographic location - Lack of reliable transportation is a major impediment to work for many disabled people. Businesses located along public transportation routes and within walking distance of the client's home obviate the need for expensive transportation arrangements. Proximity to home or public transportation is good reason to target a business.

- reputation of being an excellent employer - Some employers are known in the community as civic minded community leaders who take an interest in the well being of their employees. They appear to have empathy for people and are willing to "take a chance" by hiring employees who may need extensive training. They offer jobs to people who would never be considered by the strictly production minded employer.

- high probability of entry because of strong contacts - Parents, relatives, and friends of clients who have businesses may want to hire other disabled workers. Also, the job coaches' friends or family may have an interest in employing a client. In all of these cases, relationships are already established and there is groundwork for a successful placement.

List the name, address, and phone number of the targeted business along with the name of the person with whom employment matters should be discussed. Record the nature of the company's business under "Type of Business."

Under the heading "Potential Businesses/Employers," list companies that should be investigated after gathering more information or at a later date. Record information in the manner suggested for targeted businesses.

Employment Survey Form

Date Completed _____ Completed by _____

HIGH FREQUENCY JOB OPENINGS

Job Title/Description	Job Requirements/Training	Source of Information

TARGETED BUSINESSES/EMPLOYERS

Company Name	Address	Phone	Contact Person	Type of Business

POTENTIAL BUSINESSES/EMPLOYERS

Company Name	Address	Phone	Contact Person	Type of Business

Employment Survey Form

Date Completed 5-11-87 Completed by S. Thompson

HIGH FREQUENCY JOB OPENINGS

Job Title/Description	Job Requirements/Training	Source of Information
Dishwasher	No formal training	Ad in restaurant
Custodian	School system training prog.	School personnel memo
Production Line Worker	Transportation; on-job trng.	Employment Trng. Ctr.
Data Entry Clerk	Office skills training	Help Wanted (paper)
Warehouse Worker	Lift 70#; functional reading	" "
Stock Clerk	Functional reading	" "

TARGETED BUSINESSES/EMPLOYERS

Company Name	Address	Phone	Contact Person	Type of Business
Columbia Pub. Schls.	N. Main St.	526-1132	Sally Arthur	Schools
APA Industries	4216 Plains St.	460-2176	Don Smith	Electronics
Ready Stores	5933 Connally St.	912-7740	John Martin	Retail Sales
Modern Movers	4002 Rt. 1	526-4936	Jack Tone	Moving
Glenn Storage	1349 Rt. 3	912-6501	Susan Farley	Warehouse

POTENTIAL BUSINESSES/EMPLOYERS

Company Name	Address	Phone	Contact Person	Type of Business
Clark's Diner	1612 Plains St.	460-1798	Tim Clark	Restaurant
Ace Forklift	9427 Rt. 1	912-2409	Ray Tierney	Heavy Equip.
Merritt Dept. Stores	2918 Main St.	526-9953	Mary Vaughn	Retail Sales

Contact with the Prospective Employer

Having surveyed the employment market in the community and recorded information on the Employment Survey Form, the job coach is ready to begin to make contact with employers. It is productive to start with employers from the "Targeted" heading who have indicated through ads or other means that they are hiring in job categories that are appropriate for clients who are awaiting placement. Personal contacts with employers are best made when job coaches have specific clients in mind and enough background information about them to make informed judgments about appropriate supported work placements.

1. Telephone Contact with Employers - Initial contact with a prospective employer is usually made by telephone. This saves time and gasoline. It is best to ask to speak to a previously determined contact person or someone who is authorized to deal with employment matters. At this point, the job coach should limit conversation to questions about job availability. If there is a job opening, the coach should request information about:

   - job duties - required work activities related to the position
   - duty times/days - designated days and hours for work; work schedule
   - wages - salary or financial compensation for work
   - benefits - paid vacation, sick leave, health/dental plan, insurance plan, profit sharing plan and any other advantage accrued to the worker by the employer as a result of his employment
   - education requirements - formal schooling needed for the job; academic courses/credits, years in school, or diplomas/degrees needed for employment
   - training requirements - formal vocational programming, on-the-job experience, or apprenticeships necessary for employment
   - skill requirements - task or job performance abilities needed to accomplish the job
   - location of business - geographic position of the company; proximity to major streets, roads, and highways
   - transportation requirements - availability of public conveyance (e.g., bus, subway), van pools, and car pools to the work site; need for an employer to have a driver's license and/or a car

   If the position appears to have some promise for the client, the job coach should give the employer a thumbnail sketch of the supported work program, clearly indicating that the purpose of the inquiry is to locate a job for a client. If the employer appears interested, an appointment to meet to discuss the program and to perform a job analysis.

   From the very first conversation with the employer, the job coach should reflect a marketing approach that presents the client as able to be a productive worker with the right training and support and not a "disabled worker" in need of charity. It is important to convey the message that supported work programs are not charitable enterprises and that by employing a disabled person, the employer is making a wise business decision.

2. Initial Employer Contact Form - Information from the first telephone conversation with the employer should be logged on the Initial Employer Contact Form. Blank and completed copies of this form may be found on pages 27 and 28. Positive, negative, or ambivalent employer

responses are recorded, placed in a file called a "job bank," and kept for future reference. The positive points of this system are:

- reduction of redundant work and backtracking by job coaches
- establishment of a permanent record of job contacts
- basis for future job contacts
- ease of expansion and use by a group of job coaches

The initial Employer Contact Form is to be completed by the person who first contacted the employer. Therefore, the job coach or job developer inserts his/her name as initiator and gives the date of the first contact. Next, the name, address, and telephone number are inserted. The public transportation line is intended for recording proximity to buses, subway lines, and other mass transit depots. After this, the company's business or product is briefly described followed by the name and title of the company based contact person. It is often helpful to know the name of the management head, thus a line has been supplied for this information.

As mentioned above, all exploratory contacts with employers should be recorded regardless of their outcomes. Boxes have been provided and should be checked to indicate employer interest and job availability. If the employer has asked to be contacted later, it is desirable to establish a date for the next contact. This date should be noted on the "contact later" line. On the following line, the name of the person who provided the job lead is entered. If the job coach obtained the name of the business from another source, that would be cited as the source of information about the employer. Boxes are presented for checking the manner in which initial contact was made with space allowed for a brief explanation.

Under "positions available," job titles and a short statement about job duties are listed followed by comments on skills and training necessary prior to employment. Additional space is allocated for the job coach to log observations or concerns.

Initial Employer Contact Forms should be filed into a job bank. Forms may be categorized according to type of business, job cluster/title, location, or any other way that is meaningful to the staff using the job bank. If more than one method of filing is desired, forms may be copied and placed in separate files (e.g., filed by location and by job cluster).

3. Initial Job Site Visit - Having established a mutually acceptable time to meet, the job coach visits the contact person at the work site. This is a business meeting, therefore, the coach should be dressed appropriately, act pleasant but businesslike, and present a business card to the employer.

   The following topics should be covered during this meeting:

   - nature of the supported work program and its financial benefits for the employer (i.e., Targeted Jobs Tax Credits (TJTC), publicly funded on-the-job (OJT) programs (See pp. 18-19 for program details.)
   - training and support roles of the job coach and the ways in which they benefit the worker and the employer (e.g., client training as needed, quality production during training period, job coach available to "troubleshoot" problems)
   - client's vocationally related strengths and limitations in practical terms, avoiding diagnostic jargon
   - specifics of the position being considered
   - arrangements of another visit to

watch the job being performed for the purpose of doing job analysis

4. Position/Job Site Survey Form - During the first visit to the job site, the job coach completes the Position/Job Site Survey Form found on pages 29 and 30. Information from this form combined with the evaluation report and other relevant information about the client can assist the job coach in making the decision whether or not its appropriate to pursue the position for the client.

To complete the Position/Site Survey Form, basic information such as company name, address, telephone, and contact person/title, are inserted. On the "Position Surveyed" line, the job coach lists the job title and salary of the position under consideration. Next, the work schedule is coded by days of the week to be worked with starting and finishing times (e.g., M, Tu, Th, F, 8:30 a.m.-4:30 p.m.). The review period refers to the time frame for performance appraisals and raises (e.g., 90 day review at start for raise with 6 mo. reviews thereafter). Under "Company Benefits," insurance, vacation, sick leave, profit sharing, and any other benefits that apply to the position are listed. "Availability of Supervision" refers to the type and degree of worker supervision the company will provide (e.g., close supervision by the manager with monitoring by experienced co-worker). "Proximity of Co-workers" requires the job coach to note the positions of other workers with respect to where the client would be working. Describe the physical layout of the work site on the work site layout line (e.g., rectangular room with three doorways, tool shelves to ceiling, work table in center). The "Work Demands" boxes are checked based upon information provided by the employer and the job coaches' observations of work in progress.

The coach should ask the employer about "pet peeves" and major job site rule infringements. These are listed on the "Major Causes of Reprimand/Dismissal" line (e.g., lateness, failure to call in sick, dishonesty). On the next line, the requisite academic and job skills are listed (e.g., telephone answering with messages taken on forms, change making, able to read labels on cans/boxes/bottles of grocery items). Next, types of equipment to be operated on the job are named. Following this, the job coach will briefly summarize the job duties described by the employer. This is not a job analysis but provides the coach with a thumbnail sketch of what the position entails. A complete job analysis will be done at a later date after preliminary information has been reviewed. Environmental elements are arranged in checklist format. The job coach should check those boxes which reflect observations made during the initial visit to the work site. Any environmental conditions worthy of note should be listed by "Physical Conditions in Environment" (e.g., dusty, slippery spots on floor, no handrails on steps). Additional comments may be written on the lines provided. Finally, the recorder writes his/her name and date of the visit to the job site.

Initial Employer Contact Form

Initiator of Contact _____ Date of Contact _____

Name of Company _____

Address _____ Telephone _____

Proximity to Public Transportation _____

Company Product/Business Activity _____

Contact Person _____ Position Title _____

Name of Manager/Owner _____

General Response ( ) Interested ( ) Jobs Currently Available

( ) Not Interested ( ) No Jobs Available

( ) Contact Later _____

Source of Information about Prospective Employer _____

Method of Contact ( ) Telephone ( ) Letter

( ) Visit ( ) Other _____

Positions Available in Company

Job Title/Description Job Requirements/Training

_____

_____

_____

_____

_____

_____

_____

_____

_____

Comments

_____

_____

_____

Initial Employer Contact Form

Initiator of Contact S. Thompson Date of Contact 5-14-87

Name of Company APA Industries
Address 4216 Plains St. Telephone 460-2176
Proximity to Public Transportation bus stop 1 block away
Company Product/Business Activity electronics assembly
Contact Person Don Smith Position Title Personnel Director
Name of Manager/Owner Martin Thompson, General Manager

General Response (✓) Interested (✓) Jobs Currently Available
( ) Not Interested ( ) No Jobs Available
( ) Contact Later

Source of Information about Prospective Employer Chamber of Commerce Lead

Method of Contact (✓) Telephone ( ) Letter
( ) Visit ( ) Other

Positions Available in Company

Job Title/Description	Job Requirements/Training
Production Line Workers	Scientific soldering; work from schematics; on-site training
Packers	Package circuit boards in protective covers; fill & seal cartons; light lifting (20#); on-site training

Comments
Follow up immediately. Employer receptive to training & hiring clients.

Position/Job Site Survey

Name of Company _____ Date _____

Address _____ Telephone _____

Company Contact Person _____ Title _____

Position Surveyed _____ Starting Salary _____

Work Schedule _____

Review Period _____

Company Benefits _____

Availability of Supervision _____

Proximity of Co-workers _____

Work Site Layout _____

Work Demands: ( ) Speed ( ) Teamwork ( ) Judgement ( ) Task Repetition
( ) Thoroughness ( ) Independence ( ) Routine ( ) Task Variety

Major Causes of Reprimand/Dismissal _____

_____

Academic and Related Skills Required _____

Machinery/Equipment to be Operated _____

Summary of Duties _____

_____

_____

Environmental Elements

Observations of Atmosphere:

( ) Friendly, open ( ) Unfriendly, indifferent
( ) Busy, relaxed ( ) Busy, tense
( ) Slow, relaxed ( ) Slow, tense
( ) Structured, orderly ( ) Unstructured, disorderly

Physical Observations:

( ) Clean Area
( ) Safe Environment
( ) Barrier Free
( ) Ramps, curb cuts

Physical Conditions in Environment _____

_____

Comments _____

_____

_____

_____

Recorder _____ Title _____ Date _____

Position/Job Site Survey

Name of Company APA Industries Date 5-21-87
Address 4216 Plains St. Telephone 460-2176
Company Contact Person Don Smith Title Production Manager
Position Surveyed Packer Starting Salary 4.50/hr.
Work Schedule M-F 8:30 a.m. - 4:30 p.m. (Some Saturdays)
Review Period 90 days, then every 6 months
Company Benefits Health plan, 1 week paid vacation, pension
Availability of Supervision station chief present for all shifts
Proximity of Co-workers 8 packers 10 ft. apart
Work Site Layout Packing area in open space near loading dock
Work Demands: ( ) Speed (✓) Teamwork ( ) Judgement (✓) Task Repetition
(✓) Thoroughness (✓) Independence (✓) Routine ( ) Task Variety
Major Causes of Reprimand/Dismissal absenteeism/lateness; inappropriate use of break time; not following safety rules
Academic and Related Skills Required None
Machinery/Equipment to be Operated Shrink wrapper
Summary of Duties pack circuit boards in covers; apply plastic shrinkwrap; pack in boxes with packing material (protective); seal boxes

Environmental Elements

Observations of Atmosphere:		Physical Observations:
(✓) Friendly, open	( ) Unfriendly, indifferent	(✓) Clean Area
(✓) Busy, relaxed	( ) Busy, tense	(✓) Safe Environment
( ) Slow, relaxed	( ) Slow, tense	( ) Barrier Free
(✓) Structured, orderly	( ) Unstructured, disorderly	( ) Ramps, curb cuts

Physical Conditions in Environment dim lighting; compact work stations; somewhat noisy
Comments good pay and benefits; supportive environment; not suitable for clients in wheelchairs (not barrier free, bathrooms not accessible., steps/no ramps)

Recorder S. Thompson Title Job Coach Date 5-21-87

Suggestions for Successful Employer Relations

- Ask employers to suggest good times for meetings and visits. Reschedule appointments with employers when they are too busy to meet conveniently.

- Dress should be businesslike. Maintain a pleasant, professional manner at all times.

- Indicate interest in assisting the employer as well as the client.

- Be clear about the amount and type of training supplied by job coaches so that the employer will understand that necessary tasks will be completed on time.

- Show enthusiasm for the supported work program and faith in the client's ability to be a worker.

- Avoid using professional jargon when describing clients' characteristics and abilities. Use functional terms to convey information about clients.

- Encourage employers to ask questions about the program and the client being considered for the job. Discuss factors that influence client success on the job, taking care to emphasize the client's positive attributes as a worker. Avoid divulging personal information about the client that is not relevant to employment concerns.

- Assure the employer that contact will be maintained throughout the client's placement on the job and that the job coach will be available to train the client on an as needed basis.

- Encourage employers to make contact when problems or concerns are anticipated so that crises can be avoided.

- Record employer data on the forms provided above.

Follow-up with Prospective Employers

Having made initial contact with the employer, the job coach must weigh the information collected and decide if it is feasible to place a client at the work site. If the position appears to have possibilities for a client in the supported work program, the job coach should arrange to visit the work site to meet with the personnel manager or the foreman in charge of hiring for the position. It is important for the job coach and the employer to discuss conditions of work such as salary, the work schedule, benefits, transportation, job duties, modes of training, and any other substantive, work-related matters. At this time, it is often helpful to inform the employer about Targeted Jobs Tax Credits, publicly funded OJT programs, and any other incentives that would make it more feasible for the employer to hire a disabled person.

If the employer is definitely interested in hiring a supported employment client, the job coach should arrange to perform a job analysis. Details of this procedure will be addressed in the next chapter.

Summary

The many aspects of job development were discussed in this chapter as well as the job coaches' role in the development of employment opportunities for clients in supported work programs. Suggestions were given for establishing contacts in the community for the purpose of locating potential employers and publicizing the supported work program and its benefits for disabled people and the entire community.

Blank and completed employment survey forms have been included with instructions for completion. These forms give structure to the job development process and create a record of job development activity that can be used in the future if they are compiled into a job bank.

Procedures for establishing contact with businesses and related forms for recording conversations and meetings with employers have been included. Suggestions for creating and maintaining positive working relationships were given as well as tips for follow-up of prospective employers.

Chapter 4

Job Analysis

Definition of Job Analysis

At the most literal level, job analysis may be defined as a form of task analysis or a step-by-step breakdown of a specific job that describes each increment in the work process and identifies requisite worker abilities. To be of value in the pragmatic world of job coaching, the definition should be expanded to include all of the requirements that the job will demand of the worker. Implicit in this notion is that job analysis, for the purposes of this publication on job coaching, is a holistic study of job demands and environmental influences in the work place. The Department of Labor (1972) defined job analysis as a systematic study of the worker in terms of the following:

- what the worker does
- the methods and techniques the worker uses
- the product or services the worker produces
- the traits necessary for the worker to possess to accomplish the job

In concert with this line of thinking, the job analysis form in this publication includes a variety of factors that are essential for a thorough understanding of the nature and structure of a given job. The form concludes with a section for the job coach to record observations of a worker actually performing the job at the prospective work site.

Job analysis is a field based or job site based process. It is necessary for the job coach to interview the employer and/or the first line supervisor and discuss the demands of the job. Then the coach should arrange to observe a non-disabled employee performing the job from start to finish in the work environment. Prior to initiating this process, the coach would be wise to interview a worker who is proficient at performing the job under consideration in order to assure that all steps necessary for completion of the task will be observed.

When job analysis is coordinated with findings from vocational evaluation, it is more probable that the job coach will be successful in matching clients to jobs in which they will have a good chance of experiencing success. Thorough analysis of job requirements, environmental demands, and task increments affords the job coach the opportunity to plan logical, sequential training programs for clients. This is particularly invaluable for clients with cognitive and/or emotional difficulties because clarity at the outset of training reduces stress, anxiety, and confusion. At the same time, job learning and performance are enhanced. Clients with physical limitations may also reap benefits from careful job analysis. Adaptive equipment and alternative strategies for job completion are more effectively selected after a thorough holistic job analysis. The purpose of job analysis is to determine those skills that are necessary for successful job completion. Job analysis should not be construed to be a screening out process to block the placement of clients who do not yet possess all the requisite job skills. With diligent, well planned training, carefully selected clients who do not yet demonstrate all the necessary behaviors and skills required to accomplish a specific job can become effective workers.

Factors for Inclusion in Job Analysis and Rationale

As stated above, job analysis is often regarded from the limited perspective of task analysis alone. If job coaches choose to confine job analysis to the single dimension of task analysis, it is possible that they will miss the many factors that impact on job performance,

worker satisfaction, and ultimately, job retention. The following chart lists important factors that the job coaches should consider when performing job analysis and the rationale for their inclusion in the process.

Factors for Inclusion in Job Analyses	Rationale for Inclusion
• **Personal Characteristics/Social Skills** appearance, behavior, communication skills, attention, ability to interact, acceptance of change	• Many jobs require specific personal and interpersonal skills (e.g., jobs involved with "meeting the public," high degree of interaction among co-workers, variability of task). These factors are essential to task completion in many types of jobs.
• **Time/Travel Concerns** orientation/mobility, work schedule, time discrimination, transportation	• All jobs require workers to have a level of awareness of time and space. In certain positions, these are of marked importance (e.g., assembly line worker, courier, mailroom clerk).
• **Work Tolerance** strength, endurance	• Ability to sustain work over time is important for all jobs. Certain jobs require the added element of strength (e.g., dock worker, shipping clerk, building trades worker).
• **Performance Skills** initiation of work, task sequencing, discrimination, work speed	• Performance skills directly influence the rate and quality of work.
• **Employer Factors** attitude toward disabled workers, financial requirements	• Employer attitudes and requirements affect the viability of placements and should be addressed in job analysis.
• **Environmental Factors** safety of work area, adaptations for disabled, temperature/light, atmosphere, cleanliness/order, availability of reinforcers	• This area includes both the physical setting and the emotional climate of the work environment. Since disabled persons may be particularly sensitive to physical and emotional pitfalls in the environment, these must be included in job analysis.
• **Task Analysis** specific increments of work	• Increments of work refer to the actual task analysis or step-by-step breakdown of the job. This helps the job coach comprehend the nature of each increment of work and is essential in the development of a training plan for the client.

Sample Job Analysis

The best way for a job coach to develop the art and science of job analysis is through on-the-job experience under the tutelage of an experienced practitioner. In practice, this type of training is not often available because of budget and staffing limitations. To bring in the element of reality, this publication provides opportunities for self-instruction via illustrations. These examples should in no way be construed as actual persons or cases; however, they are composites of many job coaches, clients, and situations. An effort has been made to retain a degree of plausibility.

Susan, a job coach for an agency providing supported employment for disabled adults, has located a job opening through the help wanted ads in the local newspaper. The ad indicated that a custodial agency was seeking a window washer to work in a nearby office complex. The position attracted her attention because the advertisement mentioned that applicants were expected to have entry level skills and no previous training. Because of time factors inherent in responding to want ads, Susan chose to contact the custodial agency by telephone. She introduced herself as a job coach, briefly described the supported employment program, and stated an interest in investigating the window washing job for a client in her program. The employer indicated interest in the program and agreed to meet with Susan at a mutually acceptable time. Susan followed up this conversation by completing the Initial Employer Contact Form (p. 28), creating a record of the contact.

Susan and the employer met at the job site and discussed a variety of issues and concerns (i.e., work schedule, salary and benefits, review period, type of worker supervision, work demands, "pet peeves" of the employer, equipment to be operated, job duties). She recorded this information and her observations of the job site on the Position Job Site Survey (p. 30). During this meeting, it became apparent to Susan that the job and environment looked promising for a supported employment client. She then asked the employer to specify a convenient time for her to return to perform a job analysis, explaining that this would assist her in identifying a client who would be well suited to the job. She explained that a job analysis would entail observing all of the steps in the job process. She also stated that it would be helpful to speak briefly with one of the other window washers and the immediate supervisor. The employer was agreeable and a date for the job analysis was set.

Susan prepared for the job analysis by filling her clipboard with several copies of the Job Analysis Form (pp.49-54). She was able to gather the following information from the Position Job Site Survey and to record it on the Job Analysis Form:

- Recorder's name (Susan) and date of analysis (today's date)
- Company's name and job title being considered
- Supervisor's name, title, and telephone number
- Salary offered, work schedule, total hours/week

Susan arrived at the job site at the appointed time, clipboard in hand, and met with the window washing supervisor, the person whom the employer identified as the authority on the various aspects of the job being analyzed. She explained that she would be making notes about the job to help her more accurately place and train a client as a window washer.

At this point, it should be noted that the Job Analysis Form opens with a checklist format and instructions that state that only one item per factor may be checked. The small numbers next to each selection will be used in the client-to-job matching process in Chapter 5. Also, there is a professional judgement selection that should be marked for each item so that the job coach may indicate

whether or not the item appears to be of critical importance to the job. By checking ( )C, the coach shows that the item is critical or a very important factor to consider; checking ( )NC indicates that the item is not critical or vital for job success.

Susan relied on responses from the supervisor and her own observations to complete the checklist items on the Job Analysis Form. When there was an obvious difference between what she observed and what she was told, Susan would make a note on the comment lines or under the items.

To clarify the manner in which each item should be approached, the Job Analysis Form completed by Susan on the window washing position will be examined item by item. Actual coding of each item may be found on the completed form that follows this commentary.

1. Personal Requirements - Each job makes its own set of demands on the worker. Some jobs require a formal, neat style of dress while others call for very functional clothing. The behavior acceptable for a worker in an inconspicuous job in a highly tolerant setting may be quite different from the behavior demanded of an employee in a highly conspicuous, very formal environment. The employee's ability to attend to work, to communicate through speech, to deal with social situations, and to adapt to variations in work and routine must match the demands of the job if the employee is to have a chance for success at work.

   Personal appearance - This very sensitive area can include physical attributes (i.e., height, weight, hair and eye color, typical/atypical body and facial features), dress, grooming, and hygiene or cleanliness. For the purpose of determining the type of personal presentation a specific job requires, the more limited parameters of grooming (defined as neatness and appropriateness of clothing, hair, fingernails) and cleanliness (to include clean clothing, body, hair, fingernails) are sufficient. Therefore, the selections under "personal appearance" have been limited to grooming and hygiene. The comment line should be used to record observations of workers' personal appearances and employer comments about expectations in this area.

   - Personal appearance form entry - Susan checked "( ) only hygiene required" and noted in comments that white coveralls were required and that the employer would supply them. She judged personal appearance as NC (not critical).

   Behavior - Behavior may be defined as a composite of observable responses to internal or external stimuli. In essence, any action, reaction, or performance is behavior. Behavior may be positive and constructive (e.g., on task, attentive, cooperative), disruptive and negative (e.g., distractible, uncooperative, aggressive), or inappropriate in a given circumstance (e.g., rocking or talking to oneself in public, displaying excessive affection). For the purposes of the Job Analysis Form, unusual behavior may be defined as activity that is not suitable for the work site. This includes both negative and inappropriate behavior.

   - Behavior form entry - Susan observed that window washers were quite visible and that a number of visitors entered and left the areas in which they worked. The supervisor noted that he had previously employed "slow" workers and understood that sometimes they would become upset if they became confused. He said that he could foresee no difficulty as long as there were few occurrences of unusual behavior. Susan checked "( ) unusual behavior accepted if infrequent," noting that behavior was not critical. In comments, she stated that the job was highly

visible and that behavior should not be exceptionally bizarre.

Communication - Defined as an exchange of thoughts, opinions, and information, communication in the context of the Job Analysis Form is confined to spoken, signed, or gestural exchanges. Speech articulation and language content affect the degree to which a speaker is understood. Both of these areas are addressed under the heading of communication. Some jobs require very little expressive language from workers; other positions demand sophisticated communication skills.

- Communication form entry - Little speech was required for the job, although window washers were sometimes directed to work in other areas and language was used to convey this information. Susan determined that a client should be able to understand limited oral directions and checked "( ) key words needed," noting in comments that basic receptive language was necessary. Communication was not determined to be a critical factor for the job.

Attention - The ability to concentrate on the task at hand is essential for task completion and impacts on work quality. Hence, attention in the context of this publication refers to attention to the tasks. When a worker needs reminders from a co-worker or supervisor to continue working or to move to the next job, that worker is said to require prompts.

The supervision factor has been built into the attention item. Some clients require a high level of supervision from a co-worker or a supervisor to maintain adequate attention to task. Others are very able to focus on work independently and require few prompts and little supervision. It is very important to examine the capacity and willingness of coworkers and supervisors to provide prompts and supervision during the job analysis phase.

- Attention form entry - Susan noted that each window washer worked fairly independently with the supervisor making few directive comments. Furthermore, the supervisor stated that he had other duties and could not spare the time to constantly redirect workers. Susan checked "( ) intermittent prompts/low supervision" and judged attention to be a critical factor.

Changes in task/routine - For many persons with disabilities, this is an important factor. People who are mentally retarded, emotionally disturbed, or learning disabled tend to have greater difficulty adjusting to frequent changes in task and work sequence. A change of task is defined as movement from one work activity to another (e.g., from scrubbing pots to busing tables, from preparing pizza dough to packaging cheese, from unpacking a box to shrink wrapping a poster). A change in routine may involve doing Friday's jobs on Thursday, performing the usual morning job in the afternoon, or taking over a sick co-worker's job until he/she recovers.

- Changes in task/routine form entry - Susan asked the supervisor about job duties and changes in routine and found that window washers moved from area to area to wash windows and were also required to clean glass and tile in several bathrooms. She judged that there were about 5 changes in routine/-day and that this was a critical factor.

Interactions - The frequency and degree of social contact required for adequate functioning in a given position is an important element to be examined prior to placing clients. These social contacts or interactions

can vary from job to job within a work site. For example, the receptionist may be required to meet and greet many people each day, but the file clerk may work in a very isolated environment only a few feet away. Interaction demands will be quite high for the receptionist who must be able to manage frequent social contacts. On the other hand, the file clerk may be able to survive very well by politely responding to those nearby.

- Interactions form entry - Few social interactions occurred during Susan's observation. She asked the supervisor about the importance of social skills in this position. He replied that he preferred window washers to be quiet and polite and that few social interactions were required. Susan selected "( ) polite response only" and deemed interactions not critical.

2. Time/Travel Factors - At first glance, these factors may appear to be mundane and easily manageable when, in reality, they account for insurmountable problems. The finest jobs in the world are of no use to clients if they are not able to work during stipulated hours or if they do not have transportation to and from work. Likewise, an excellent worker who cannot tell time is at risk in a job where time-telling is essential and adaptations for his/her needs have not been made. A job's demands for getting around, either in the temporal/spatial perception sense or in the context of ambulation must be examined before intelligent placement decisions can be made for clients.

Work schedule - The days and hours that the employer has specified for work comprise the work schedule. In this age of creative scheduling, any number of work time arrangements are possible. The Job Analysis Form offers the standard options of full and part-time work with weekend and evening hours included. Creative or non-standard schedules should be written into the comments.

- Work schedule form entry - The supervisor reiterated that the position was full-time and emphasized that worker absenteeism would be expected to be at a minimum. Susan checked "( ) full-time" with work schedule being a critical factor.

Transportation - Employers often preface discussions about hiring clients in supported work programs with questions about the reliability of their transportation, a clear indication that this is an important work related issue. Without a doubt, the ability to get to and from work by safe, reliable means is of vital importance to employers, workers, and job coaches. Transportation, in the context of this publication, may be defined as any reliable conveyance, public or private, to the work site. The Job Analysis Form provides spaces for checking whether or not the job site is on or off the bus route and whether or not car and van pools are available to transport employees to work. It should be noted that, at this juncture, only transportation options available through public means or job site channels are being explored. Other transportation possibilities will be examined later during the client evaluation.

- Transportation form entry - This job site was located on the public transportation route. There was also an employee operated van pool in the office complex with a pickup point near Susan's agency. The supervisor stated that other workers used the van pool and found it satisfactory. Susan checked "( ) on bus route" and "( ) car pool/van pool available." Because transportation was readily available, she determined that it was not a critical consideration in this instance.

Time telling - This factor involves various levels of awareness of the passage of time from the simplest acknowledgement of break and lunch times to the more advanced, abstract skills of determining time by the hour and by the hour and minute. Varying levels of time awareness are needed in given work situations, therefore, a continuum of choices is offered on the Job Analysis Form.

- Time telling form entry - Susan found that window washers were allowed two 20 minute breaks/day and a lunch period. The supervisor reported that workers were responsible for keeping track of break times. Time-telling was regarded as critical and boxes "( ) must identify break times" and "( ) time-telling to minute required" were checked.

Orientation to work space - Individuals have different degrees of abilities in a broad spectrum of areas, one of which is the ability to orient themselves in space. Some job sites, because of their compactness, lend themselves well to placement of persons with very limited ability to find their way around or to adjust to the dimensions of the work space. Other work situations (i.e., building and grounds jobs for individuals, not crews and interoffice courier positions) demand a higher level of orientation to work space because the work area is expansive and without walls. Failure to properly assess this factor may lead to faulty placement decisions such as placing the client with poor orientation ability in a vast, confusing work space in which he loses his way or wanders from his duties.

- Orientation to work space form entry - Noting that window washers were required to work throughout the building complex, Susan deemed orientation to the work space as critical and checked "( ) entire building" as the work space.

Mobility - In the strictest sense, mobility is the ability to move. This factor must be considered when assessing the appropriateness of jobs for certain individuals. There are jobs that make few mobility demands on the worker because work is performed essentially in a sitting or standing position in a given location (e.g., data entry, small parts assembly). From a virtual stationary position, mobility demands escalate incrementally to some movement from place to place within a relatively easy to negotiate work space. A more demanding situation than this would include climbing stairs and moving around minor obstacles such as file cabinets and boxes. The most rigorous scenario would include activities like climbing, stooping, bending, and running within a work space where there may be many obstacles to avoid.

The Job Analysis Form presents four levels of difficulty from which to choose when describing the mobility demands of the job being analyzed. It is important to assess this factor correctly when considering a job site for disabled persons because clients may use wheelchairs, canes, or walkers, or may be blind/visually impaired, or have neurological or orthopedic problems that limit their ability to move with ease.

- Mobility form entry - Susan noted that workers used step ladders to clean tall windows and that a client would have to be able to safely use a ladder. Also, window washers spend most of the work day standing and using a variety of arm motions. She checked "( ) stairs/minor obstacles," made notes that ladders are frequently used in the course of work, and that arm and upper body range of motion were important. Mobility was checked as critical.

3. Work Tolerance - This cluster includes strength and endurance, two

factors that are necessary for the management of the physical demands of a task.

Endurance - Endurance is the ability to sustain or to tolerate the demands of work. When analyzing a job, it is important to be aware of the energy required to perform it repeatedly throughout the work day. To evaluate the level of endurance required by the job, the Job Analysis Form provides choices of length of work day in combination with frequency of break time. From the human angle, it should be noted that psychological elements are involved in endurance as well as the more obvious physical ones.

- Endurance form entry - The supervisor emphasized that window washing was a physically taxing job and questioned Susan about the stamina of her clients. Susan assured him that she would make a special note of this and would take care to make sure that the client would be able to meet the physical demands of the job. The work day was 8 hours long with lunch and two breaks and would require a worker to have considerable stamina. Susan checked "( ) full day/few breaks" and showed endurance to be critical.

Strength - Simply stated, a job's strength factor is the measure of the amount of muscle power required to perform the job. Little brute strength is needed to seal envelopes or to collate papers. Relatively more strength is involved in breaking down boxes using a cutting tool. Much more power is required for lifting heavy feed bags and loading them into trucks. The Job Analysis Form presents three degrees of strength from which to choose when analyzing a job's physical power demands.

- Strength form entry - The supervisor stated that ladders were the heaviest pieces of equipment used by workers. Susan concluded that moderate strength was required, checked "( ) moderate strength needed," and determined that this was not a critical factor. She noted on the comments line that window washers must be able to carry a ladder.

4. Performance Skills - Encompassed in this group of abilities are factors involved with identifying the work to be done and the tools needed to perform it, starting the job, proceeding step by step in the task, and completing it.

   Initiation of work - Stated simplistically, work must be started or initiated in order to be finished. Initiation of work defines the degree of independence required of a worker in starting a task and proceeding to the next task. Some job sites accommodate well to the worker who needs frequent reminders to begin working or to move to the next duty. Other positions require the worker to begin work independently and to move to the next task without prompts or reminders. The Job Analysis Form provides two levels of demands for both starting the job (initiation) and moving to the next task.

   - Initiation of work form entry - The supervisor stated that he would be able to arrange for a co-worker to remind the new worker to begin or change a task. He explained that there was a daily pattern to the work and that he was sure that in time the new worker would learn the routine. Susan wrote this in the comments section. Initiation of work was checked not critical.

   Task sequencing - Task sequencing is the step by step order in which a task or job is accomplished. The number of increments or steps involved in the completion of a task is

of importance when analyzing jobs. The very simplest task sequence requires one step to complete the work activity. The Job Analysis Form presents four levels of task sequencing complexity for describing this aspect of a job.

- Task sequencing form entry - As Susan watched the job being performed, she observed that the worker would move tools to the window to be washed, apply cleaning solution with an applicator, remove the solution with a squeegee, and wipe the squeegee dry. She counted this as a 4 step sequence and checked "( ) 4-6 tasks in sequence." Sequencing was deemed critical.

Discrimination - This factor may be defined as the ability to make distinctions among physical items (e.g., identifying tools and supplies, determining clean from dirty, counting objects). Jobs may require little, if any, ability to make differentiations as in the case of the worker who stamps stacks of papers with the same stamp all day long or they may be quite demanding as in the job in which the worker must read lot numbers and expiration dates on bottles of chemicals and arrange them on shelves accordingly. The Job Analysis Form offers four levels of difficulty from which to choose when rating the discrimination demands of a job.

- Discrimination form entry - A worker would be required to know the names of tools and supplies. The supervisor stated that the worker would be asked to clean "dirty" windows and would be required to discriminate between windows that needed cleaning and those that were clean. Susan made note of this and decided that discrimination was a critical factor.

Work speed - Work speed is the rate at which work is accomplished. Employers usually have very definite expectations in this area, particularly when employees are paid by the hour or when heavy production quotas are involved. However, there are jobs in which a leisurely pace is acceptable or even desirable. At the outset, it is important to ascertain the expected work speed required by the employer so that ultimately, a worker who is capable of meeting that production rate is placed in the job.

- Work speed form entry - Susan observed that the window washers were working at a steady, yet leisurely pace. The supervisor stated that it was important for work to finished by 4:00 p.m. and that there were no formal work quotas. Susan checked "( ) moderate, steady pace" with work speed checked as NC.

5. Functional Academic Requirements - For the purposes of this publication, functional academics are defined as the ability to read, calculate, handle money, and write at the survival level or higher. Some positions demand a high level of performance in these areas, while others require very limited academic skills. It is important to correctly assess the level of academic functioning required for specific position because academic interventions usually involve specialized teaching techniques that are not easily adapted to on-site training.

   Reading - In the simplest terms, reading is defined as the decoding of written words and symbols. Reading, like many other skills, may be performed at a very rudimentary level, on a highly sophisticated plane, and at varying graduations of proficiency.

   - Reading form entry - The window washing supervisor told Susan that the job required very basic reading skills. Workers would only be required to be able to read enough

to discriminate among the various cleaning solutions. Susan checked "simple words/signs/symbols" and noted that one would need to read labels of cleaning supplies. Because accommodations could be made to mark supplies for very weak readers, Susan marked this skill not critical.

Math - For the purposes of this publication on job coaching, math includes number concepts, counting, and various forms of computation (e.g., addition, subtraction, multiplication, division). Obviously, there are many possible levels of math achievement. The concern here is with the level of math proficiency required by the job being analyzed.

- Math form entry - Susan observed that the window washing job required only counting skills. She then checked the box indicating simple counting and noted that workers must be able to count windows. The employer indicated that window counting was important, therefore, Susan checked this skill as critical for job success.

Money Skills - This is a subset of math and ranges from the more concrete level of coin and bill recognition to change making, a relatively difficult skill. Money handling ability is a very important functional living skill for persons working and living in the community.

- Money skills form entry - During breaks and at lunchtime, employees would go to the snack bar to buy food and beverages. There was also coin operated food and drink dispensing machines. Susan checked the "money counting" box and noted that a client would have to have the money skills to buy lunch and to use coin operated machines. This skill was assessed to be critically important.

Writing - While reading involves the decoding of language, writing is the encoding of language. Writing can be performed at a very simple level such as signing one's name or at the very sophisticated level of conveying complex concepts in highly technical language. The writing demands of a job must be carefully examined because it is very difficult for highly skilled educators to execute interventions to improve writing skills and all the more difficult for job coaches who have so many demands to fulfill.

- Writing form entry - Susan quickly realized that no writing was required for the window washer position. Writing was also deemed not critical to job performance.

6. Employer Concerns - The factors listed above addressed the worker and the job being considered. The next step is to address the issues of interest to the potential employer of a person in the supported work program. These are grouped under "Employer Concerns." Because of the human dynamics involved in this area, the rating of these factors is subjective and requires the job coach to exhibit professional judgement and sensitivity.

   Employer attitude toward workers with disabilities - This area demands the job coach to make a judgement based on impressions of the employer's verbal and non-verbal (i.e., body language, tone of voice, eye contact, facial expressions) communication when discussing workers with disabilities. It is quite possible for the words to be positive and "correct" but for intentions to be questionable. Note the case of the employer who was all too willing to hire a young woman who was mildly intellectually limited as a file clerk. She had excellent recommendations and extensive training as a file clerk. However, when the time came to begin the job, the employer insisted

that she be given a math test "to test her intelligence." Fortunately, the job coach opted not to place the woman and to continue searching for a job where the young woman would be valued for her skills and not devalued because of her disability.

The Job Analysis Form presents a continuum of options for rating employer attitude from very positive to negative. The comments area should be used to record the attitudes of immediate supervisors and coworkers because of the obvious impact they have on the client's daily existence at work. It is crucial to assess this factor accurately because it could be harmful to a client to be placed in a position where feelings about disabled people are strongly negative.

- Employer's attitude toward workers with disabilities form entry - Both the manager and the immediate supervisor appeared very open to employing a client. They appeared to have an understanding of the nature of disabilities and seemed willing to take a personal interest in working with a disabled person. Susan checked "( ) very positive" for attitude and viewed employer attitude as not critical.

Employer's financial requirements - This employer related factor encompasses both the employer's level of interest in financial incentives to employ a disabled worker and the salary the employer is willing to pay the worker. Business realities must be addressed before the client is processed for employment because the paperwork for most financial incentive programs must be completed prior to hiring the client. Financial incentives often influence an employer to "take the plunge" and hire a person who is disabled. Therefore, financial considerations are appropriate topics for discussion between job coaches and employers and must be addressed in job analysis.

Sometimes employers are very willing to hire a person in a supported employment program, but because of financial considerations, they need a tax reimbursement through Targeted Jobs Tax Credits (TJTC). More immediate financial relief may be available through subsidized salary programs at the local public employment agency. In these programs, public money is used to offset a percentage of the worker's salary (i.e., employer pays 50%, employment center pays 50%). At times employers will agree to hire clients beginning at minimum wage. Creative arrangements have been developed to interest employers in employing groups of severely disabled workers to perform a narrow range of duties in a designated work area.

- Employer's financial requirements form entry - The manager was aware of TJTC and asked if Susan would assist with the paperwork to insure that the company would profit from a tax credit for hiring a disabled person. Susan agreed to help, made a note to this effect, and checked "( ) tax credits/incentives requested." This appeared to be a requirement for hiring a client, therefore, Susan found financial requirements to be critical.

7. Environmental Factors - This area refers to the physical characteristics and the emotional climate of the work place. Features such as safety, accessibility for the disabled, cleanliness, order, temperature and lighting, friendliness of coworkers, and availability of emotional support are addressed. Here job coaches must rely on their powers of observation. It is necessary to tour the entire work site and talk to supervisors and coworkers to have an understanding of the area(s) and the emotional climate(s) in which the client would work.

Safety of work area - Safety in the work place is a complex issue. A

particular job may be inherently risky, but because excellent safety precautions are in place, it is rendered very safe. Example: The employee worked near a metal conveyor belt that was constantly in motion. Her safety was insured by a barrier that prevented her from accidentally touching or falling into the moving metal parts. Following the same logic, a very safe job can become hazardous when precautions are not taken or when there are hazards in the environment. Example: The employee was to wipe down metal racks with a mild solution of soap and water. She was not provided with gloves to do the job and cut her hand badly while working. The job was safe and easy, but lack of proper equipment resulted in an accident.

When assessing the safety of a work area it is important to make note of seemingly small items like puddles of water or oil on the floor, sharp edges on counters, power tools without safety guards, and stairs without handrails.

- Safety of work area form entry - Susan noticed that the building complex had a security guard and that visitors were required to sign in and out. There were no obvious hazards inside the building. She checked "( ) safe work area" and noted the presence of building security. Safety was checked not critical.

Adaptations for disabled - The usual adaptations for disabled persons are designed to assist persons with ambulatory difficulties. These persons may use wheelchairs, canes, walkers, braces, or may use no aids and simply have difficulty walking. The most common adaptations are: curb cuts and ramps in parking lots, ramps to entrances and exits, handrails for stairs and ramps and in restrooms, lower drinking fountains and sinks for persons in wheelchairs, doorways and restrooms built to accommodate wheelchairs, and elevators. It is quite possible for adaptations to have been made in a manner that renders them useless for disabled persons. Example: The restroom bore the requisite handicapped logo, was duly equipped with a wide stall and special toilet with handrail, but the entrance doorway was so narrow that it was impossible for a person in a wheelchair to enter the restroom. When noting the presence of adaptations for the disabled, it is wise to assess the feasibility of a disabled person actually using the modified facilities.

- Adaptations for disabled form entry - There were curb cuts in front of the building, but a railroad tie entrance made the building inaccessible to persons in wheelchairs or those with severe orthopedic involvement who used canes or a walker. The interior was barrier free with ample bathroom stalls equipped for disabled persons. There were elevators, escalators, and stairs. Susan checked "( ) curb cuts," marked through "ramps," and checked "( ) barrier free/bathroom modifications" and "( ) elevators." Adaptations were marked not critical with a note that, in all probability, the window washer would have good mobility skills because of other job demands.

Temperature/light - These two factors refer to the physical climate (i.e., warmth or coolness) and lightness or darkness of the job site. Extremes of temperature are difficult for many people to tolerate for long periods of time and should be noted carefully. It is also difficult for some people to work in very dim or extremely bright light, particularly those who have extreme sensitivity to light or certain types of visual impairment.

- Temperature/light form entry - Susan found the building to be comfortable and marked "( ) moder-

ate temperature." The sun was very bright near the windows at mid day. Susan noticed that several workers wore sun glasses and made note of this. For workers with normal light sensitivity, the brightness would not pose a problem if sun glasses were worn. She checked NC for these factors.

Atmosphere - In this context, atmosphere refers to the social and emotional climates of the work place. Levels of openness, "hustle and bustle," and stress are presented on the Job Analysis Form in an attempt to give the job coach options for describing the social-emotional climate. Again, it is very important to talk with workers to get a feel for the atmosphere.

- Atmosphere form entry - The supervisor and workers were friendly to Susan and appeared to interact well. Window washers worked steadily with no observable stress. Susan rated atmosphere as "( ) friendly/open" and "( ) busy/relaxed." Worksite atmosphere was judged not critical.

Cleanliness/orderliness - These factors are fairly easy to observe and record. The absence of dirt, grime, and disorder would, by definition indicate that a business is clean and orderly. Dirt and grime are sometimes inherent parts of some businesses like potting operations in greenhouses. It is important to note when dirt is appropriate or inappropriate to the work being performed before making judgments about a work site. After all is said about these factors, the final determination is highly subjective.

- Cleanliness/orderliness form entry - The area was very clean and orderly, therefore, Susan checked "( ) very clean/orderly" and found this not to be a critical environmental factor.

Availability of Reinforcers - Positive reinforcers are rewards for performing a job in a proper or outstanding manner. In the work place, the following means are used as reinforcers: praise, financial rewards including the paycheck, and vacation time. Availability of reinforcers refers to the frequency with which rewards are given. Individuals vary in their need for positive feedback and rewards, but most people, disabled or not, need an external source of reinforcement to continue working productively.

- Availability of Reinforcers Form Entry - Susan noticed that the supervisor would make occasional comments to window washers about their work and that most were favorable. When she asked a worker about the amount of praise given for a job well done, the worker reported. "The boss says nice things a good bit." Susan scored this item as "( ) intermittent praise given" and found it not to be critical.

8. Job Analysis/Specific Increments of Work - The previous sections of the Job Analysis Form are devoted to observations of the many factors that impact on the performance of a specific job. Environmental conditions and employer concerns are also addressed. The direction of this section on the analysis of specific increments of work is very different from that which precedes it. To begin with, there are no checklists to facilitate the coding of information. The reason for this is that every job involves different steps to completion. A checklist enumerating each increment of a multitude of work activities would contain so many items that it would be impractical for use. Therefore, the job coach is required to generate the sequence of work activities, having observed a worker actually performing the job.

In order to facilitate the recording process, it is advisable to use a clipboard with a note pad for recording observations in accordance with the guidelines described below. After observing and recording all work activities, task statements and related comments are transferred to the Job Analysis Form. This procedure tends to produce a neater, more coherent record of the task sequence.

Guidelines for Analysis of Jobs/Specific Increments of Work - The following are important considerations for job coaches embarking on recording specific increments of work within a job analysis.

A simple, direct writing style is best when recording steps in a task.

Hint	Example
* Select clear cut vocabulary.	* "Folds shirts" instead of "neatens merchandise."
* Choose concrete rather than abstract words.	* "Pushes on switch" instead of "starts equipment."
* Get directly to the point. Avoid circumlocutions.	* "Enters work area" instead of "walks around building to area where he works."
* Prefer short rather than long words.	* "Uses tool" rather than "manipulates tool."
* Avoid technical words and professional jargon whenever possible.	* "Taps chest" instead of "percusses thorax."
* Use the present tense.	* "Carries box" instead of "carried box."
* Begin each statement with an action verb.	* "Wipes sink" instead of "he wipes the sink."

All activities required of a worker must be recorded, no matter how insignificant they may seem. If in the course of packing glasses for shipping, the worker adds packing material and instructions, this must be recorded: "Puts glasses into packing box. Adds packing material to fill box. Places instructions on the top of packing."

Name tools and supplies used to accomplish the work activity. If the worker washes a table with a sponge dampened with cleaning solution, that fact must be recorded including the intervening activity of squeezing the sponge: "Dips sponge in cleaning solution. Squeezes to remove excess. Wipes table with sponge."

The recorder should begin at the beginning and proceed sequentially thereafter, observing and recording the worker's work related activities and how he/she performs them. Begin with the worker signing in, changing into work clothes, entering

the work area, or whatever is the first order of business for the day. Proceed from that point, activity by activity.

Times and locations for all work activities should be listed. Enter the name of the work area and the time in and out of the work area on the lines designated "work area" and "time in this area (in/out)": Work Area Machine Shop.
Time in this area (in/out) 2:35 - 4:20 p.m.

Record the work rate expected of a worker performing the set of tasks being observed: Expected Work Speed 10 units per hour

Record the period of time required for the job if that is the appropriate way to measure work speed in the situation: Expected Work Speed 1 hr. 45 min.

It is often helpful to ask the employer to review the task increments and to make additions or corrections as appropriate.

It is important to avoid disrupting workers or the work flow at the job site in the process of making and recording observations.

- Job analysis/specific units of work form entry - In order to record the specific increments of work, the final section of the Job Analysis Form, Susan observed a window washer throughout the work day and wrote task requirements in accordance with the guidelines listed above. She recorded the worker's activities as he worked in the four areas assigned to him, listing his duties, the task sequence, expected work speed when applicable, and time in and out of the areas.

  (1) Work Area - Between 8:00-8:30 a.m., the window washer signed in, dressed for work, and collected his supplies.

  (2) Work Area - From 8:30-10:20 p.m., the window washer worked in the main corridor washing windows. He returned to this area a 1:50 p.m. and cleaned the glass again, finishing by 3:45 p.m.

  (3) Work Area - The worker was allowed two twenty minute breaks (10:25-10:45 a.m. and 2:25-2:45 p.m.) and a lunch period (12:00-12:30 p.m.) each day. Lunch activities were enumerated in the job analysis because they constitute parts of the work day.

  (4) Work Area - From 12:30-1:20 p.m., the window washer in the rear corridor washing windows in the same manner that he did in the first area.

  (5) Work Area - The worker cleaned the glass and wall tiles in the first floor bathrooms from 1:20-1:50 p.m.

  (6) Work Area - The time between 3:45-4:00 p.m. was spent cleaning up and putting supplies away. After signing out, the worker left for the day.

Summary

Job analysis is a major element in determining effective placements for clients in supported work programs. Having completed the analysis, the job coach must carefully weigh the findings and make a professional judgement as to whether or not the job under consideration might be appropriate for a client. It is quite possible for the position to have so many critical factors that, even with ingenious adaptive planning, successful placement would be highly unlikely. Reality dictates that

one accepts the fact that some jobs are not appropriate for disabled workers. It is far better to discover this during the job analysis phase rather than after placing a client and having him/her experience disappointment and failure.

The techniques and forms included in this chapter were designed to provide job coaches with a format for performing and recording job analyses. The point of view expressed in this chapter is both pragmatic and holistic and is based on actual job coaching experiences.

Job Analysis Form

Recorder _____ Date of Analysis _____

Company _____ Job Title _____

Supervisor's Name/Title _____ Telephone _____

Salary _____ Work Schedule _____ Hours/Week _____

Employee Benefits _____

* Check only one item per factor except for starred factors for which more than one item may be checked. Numbers by selections represent scores for coding on the Client-to-Job Matching Form.

** Indicate by a check mark whether each factor is critical (C) or not critical (NC) to the job.

1. PERSONAL REQUIREMENTS

Personal Appearance

( ) C 0 ( ) Grooming unimportant 2 ( ) Neatness/cleanliness required
( ) NC 1 ( ) Only hygiene required 3 ( ) Grooming very important

Comments: _____

_____

Behavior

( ) C 0 ( ) Wide variety accepted 2 ( ) Unusual behavior not acceptable
( ) NC 1 ( ) Unusual behavior accepted if infrequent

Comments: _____

_____

Communication

( ) C 0 ( ) None/minimal 2 ( ) Sentences/impaired speech accepted
( ) NC 1 ( ) Key words needed 3 ( ) Sentences/clear speech required

Comments: _____

_____

Attention

( ) C 0 ( ) Frequent prompts available 2 ( ) Intermittent prompts/low supervision
( ) NC 1 ( ) Intermittent prompts/high high supervision 3 ( ) Infrequent prompts/low supervision

Comments: _____

_____

Changes in Task/Routine

( ) C 0 ( ) No changes 2 ( ) 4-6 changes/day
( ) NC 1 ( ) 2-3 changes/day 3 ( ) More than 7 changes/day

Comments: _____

_____

Interactions

( ) C 0 ( ) Minimal 2 ( ) Social interactions infrequent
( ) NC 1 ( ) Polite response only 3 ( ) Frequent social

Comments: _____

_____

2. TIME/TRAVEL FACTORS

Work Schedule

( ) C 0 ( ) Negotiable days/hours 1 ( ) Part-time M-F/days
( ) NC 2 ( ) Part-time nights/weekends 3 ( ) Full-time M-F days
4 ( ) Fulltime/nights/weekends

Comments:_____

_____

Transportation

( ) C ( ) On bus route ( ) Car pool/van pool available
( ) NC ( ) Off bus route ( ) Other _____

Comments:_____

_____

Time Telling

( ) C 0 ( ) Time skills unimportant 2 ( ) Time telling to hour required
( ) NC 1 ( ) Must identify break times only 3 ( ) Time telling to minute required

Comments:_____

_____

Orientation to Work Space

( ) C 0 ( ) Small work area 2 ( ) Entire Building
( ) NC 1 ( ) Several rooms 3 ( ) Building and grounds

Comments:_____

_____

Mobility

( ) C 0 ( ) Sitting/standing in one area 2 ( ) Stairs/minor obstacles
( ) NC 1 ( ) Moderate mobility required 3 ( ) Rigorous ambulation required

Comments:_____

_____

3. WORK TOLERANCE

Endurance

( ) C 0 ( ) Short day/many breaks 2 ( ) Full day/many breaks
( ) NC 1 ( ) Short day/few breaks 3 ( ) Full day/few breaks

Comments:_____

_____

Strength

( ) C 0 ( ) Not important 2 ( ) Moderate strength needed
( ) NC 1 ( ) Little strength needed 3 ( ) Great strength needed

Comments:_____

_____

4. PERFORMANCE SKILLS

Initiation of Work

( ) C 0 ( ) Staff will prompt to next task 2 ( ) Some prompts to next task
( ) NC 1 ( ) Some prompts to initiate work 3 ( ) Independent initiation required

Comments: _____

_____

Task Sequencing

( ) C 0 ( ) Single task 2 ( ) 4-6 tasks in sequence
( ) NC 1 ( ) 2-3 tasks in sequence 3 ( ) 7 or more tasks in sequence

Comments: _____

_____

Discrimination

( ) C 0 ( ) Discrimination not needed 2 ( ) Distinguishes between work supplies
( ) NC 1 ( ) Distinguishes between work supplies with cues

Comments: _____

_____

Work Speed

( ) C 0 ( ) Slow rate acceptable 2 ( ) Occasional fast pace required
( ) NC 1 ( ) Moderate, steady pace 3 ( ) Constantly fast pace required

Comments: _____

_____

5. FUNCTIONAL ACADEMIC SKILL REQUIREMENTS

Reading

( ) C 0 ( ) None 2 ( ) Simple texts
( ) NC 1 ( ) Simple words/signs/symbols 3 ( ) Newspapers/magazines

Comments: _____

_____

Math

( ) C 0 ( ) None 1 ( ) Simple counting 2 ( ) Addition/subtraction/whole numbers
( ) NC 3 ( ) Multiplication/division/whole numbers
4 ( ) Decimal/fraction/mixed # operations

Comments: _____

_____

Money Skills

( ) C 0 ( ) None 1 ( ) Coin/bill recognition 2 ( ) Coin/bill values
( ) NC 3 ( ) Money counting 4 ( ) Change making from $1
5 ( ) Change making from $10

Comments: _____

_____

Writing

( ) C 0 ( ) None 1 ( ) Manuscript name 2 ( ) Cursive signature
( ) NC 3 ( ) Simple lists/notes 4 ( ) Phone messages 5 ( ) Letters/compositions

Comments:_____

_____

6. EMPLOYER CONCERNS

Employer's Attitude Toward Workers with Disabilities

*( ) C ( ) Very positive ( ) Indifferent
( ) NC ( ) Somewhat positive ( ) Negative

Comments:_____

_____

Employer's Financial Requirements

*( ) C ( ) No financial incentives requested ( ) Minimum wage offered
( ) NC ( ) Tax credits/incentives requested ( ) Salary below minimum wage

Comments:_____

_____

7. ENVIRONMENTAL FACTORS

Safety of Work Area

( ) C ( ) Safe work area ( ) Some safety concerns
( ) NC ( ) Moderately safe area ( ) Many safety concerns

Comments:_____

_____

Adaptations for Disabled

*( ) C ( ) Ramps/curb cuts ( ) Barrier free/bathroom modifications
( ) NC ( ) Accessible entrance ( ) Elevators

Comments:_____

_____

Temperature/Light

*( ) C ( ) Very cold ( ) Very dark
( ) NC ( ) Moderate temperature ( ) Moderate light
( ) Very hot ( ) Very bright

Comments:_____

_____

Atmosphere

*( ) C ( ) Friendly/open ( ) Unfriendly/indifferent
( ) NC ( ) Busy/relaxed ( ) Busy/tense
( ) Slow/relaxed ( ) Slow/tense

Comments:_____

_____

Cleanliness/Orderliness

( ) C ( ) Very dirty/disorderly ( ) Very clean/neat/orderly
( ) NC ( ) Fairly clean/orderly ( ) Meticulously clean/orderly

Comments:_____

_____

Availability of Reinforcement

( ) C 0 ( ) Frequent positive reinforcement 2 ( ) Infrequent praise given
( ) NC 1 ( ) Intermittent praise given 3 ( ) Little praise/paycheck only

Comments:_____

_____

8. JOB ANALYSIS/SPECIFIC INCREMENTS OF WORK

(1) Work Area_____

Duties _____

_____
_____
_____
_____
_____
_____
_____

Task Sequence _____

_____
_____
_____
_____
_____
_____
_____

Expected Work Speed_____

Time in this area (in/out) _____

(2) Work Area_____

Duties _____

_____
_____
_____
_____
_____
_____
_____

Task Sequence _____

_____
_____
_____
_____
_____
_____
_____

Expected Work Speed_____

Time in this area (in/out) _____

Comments:_____

_____
_____
_____
_____
_____
_____
_____

(3) Work Area _____

Duties _____

_____

_____

_____

_____

_____

_____

_____

Task Sequence _____

_____

_____

_____

_____

_____

_____

_____

Expected Work Speed _____

Time in this area (in/out) _____

(4) Work Area _____

Duties _____

_____

_____

_____

_____

_____

_____

_____

Task Sequence _____

_____

_____

_____

_____

_____

_____

_____

Expected Work Speed _____

Time in this area (in/out) _____

---

(5) Work Area _____

Duties _____

_____

_____

_____

_____

_____

_____

_____

Task Sequence _____

_____

_____

_____

_____

_____

_____

_____

Expected Work Speed _____

Time in this area (in/out) _____

(6) Work Area _____

Duties _____

_____

_____

_____

_____

_____

_____

_____

Task Sequence _____

_____

_____

_____

_____

_____

_____

_____

Expected Work Speed _____

Time in this area (in/out) _____

Job Analysis Form

Recorder Susan Thompson Date of Analysis 5-20-87

Company Maintenance Systems Job Title Window Washer

Supervisor's Name/Title John Harris/Crew Chief Telephone 794-6054

Salary 4.00/hr. Work Schedule M-F 8:00a.m.-4:00p.m. Hours/Week 40/wk.

Employee Benefits Group health plan, sick leave, paid vacation

* Check only one item per factor except for starred factors for which more than one item may be checked. Numbers by selections represent scores for coding on the Client-to-Job Matching Form.

** Indicate by a check mark whether each factor is critical (C) or not critical (NC) to the job.

1. PERSONAL REQUIREMENTS

Personal Appearance

( ) C 0 ( ) Grooming unimportant 2 ( ) Neatness/cleanliness required
(✓) NC 1 (✓) Only hygiene required 3 ( ) Grooming very important

Comments: White coveralls required. Employer will provide them.

Behavior

( ) C 0 ( ) Wide variety accepted 2 ( ) Unusual behavior not acceptable
(✓) NC 1 (✓) Unusual behavior accepted if infrequent

Comments: Highly visible job. Behaviors should not be exceptionally bizarre.

Communication

( ) C 0 ( ) None/minimal 2 ( ) Sentences/impaired speech accepted
(✓) NC 1 (✓) Key words needed 3 ( ) Sentences/clear speech required

Comments: Little speech required. Must be able to comprehend simple oral directions.

Attention

(✓) C 0 ( ) Frequent prompts available 2 (✓) Intermittent prompts/low supervision
( ) NC 1 ( ) Intermittent prompts/high high supervision 3 ( ) Infrequent prompts/low supervision

Comments: _____

Changes in Task/Routine

(✓) C 0 ( ) No changes 2 (✓) 4-6 changes/day
( ) NC 1 ( ) 2-3 changes/day 3 ( ) More than 7 changes/day

Comments: _____

Interactions

( ) C 0 ( ) Minimal 2 ( ) Social interactions infrequent
(✓) NC 1 (✓) Polite response only 3 ( ) Frequent social

Comments: _____

2. TIME/TRAVEL FACTORS

Work Schedule

(✓) C 0 ( ) Negotiable days/hours 1 ( ) Part-time M-F/days
( ) NC 2 ( ) Part-time nights/weekends 3 (✓) Full-time M-F days
4 ( ) Full-time/nights/weekends

Comments: _____

_____

Transportation

*( ) C (✓) On bus route (✓) Car pool (van pool available)
(✓) NC ( ) Off bus route ( ) Other Bus stop nearby

Comments: _____

_____

Time Telling

(✓) C 0 ( ) Time skills unimportant 2 ( ) Time telling to hour required
( ) NC 1 ( ) Must identify break times only 3 (✓) Time telling to minute required

Comments: _____

_____

Orientation to Work Space

(✓) C 0 ( ) Small work area 2 (✓) Entire Building
( ) NC 1 ( ) Several rooms 3 ( ) Building and grounds

Comments: _____

_____

Mobility

(✓) C 0 ( ) Sitting/standing in one area 2 (✓) Stairs/minor obstacles
( ) NC 1 ( ) Moderate mobility required 3 ( ) Rigorous ambulation required

Comments: Workers use ladders to reach high windows. Must have good balance & good arm & upper body range of motion.

3. WORK TOLERANCE

Endurance

(✓) C 0 ( ) Short day/many breaks 2 ( ) Full day/many breaks
( ) NC 1 ( ) Short day/few breaks 3 (✓) Full day/few breaks

Comments: _____

_____

Strength

( ) C 0 ( ) Not important 2 (✓) Moderate strength needed
(✓) NC 1 ( ) Little strength needed 3 ( ) Great strength needed

Comments: Must be able to carry ladder.

_____

4. PERFORMANCE SKILLS

Initiation of Work

( ) C 0 ( ) Staff will prompt to next task 2 (✓) Some prompts to next task
(✓) NC 1 ( ) Some prompts to initiate work 3 ( ) Independent initiation required

Comments: Co-workers will prompt client. Daily work routine.

Task Sequencing

(✓) C 0 ( ) Single task 2 (✓) 4-6 tasks in sequence
( ) NC 1 ( ) 2-3 tasks in sequence 3 ( ) 7 or more tasks in sequence

Comments:

Discrimination

(✓) C 0 ( ) Discrimination not needed 2 (✓) Distinguishes between work supplies
( ) NC 1 ( ) Distinguishes between work supplies with cues

Comments: Must be able to discriminate clean/dirty windows.

Work Speed

( ) C 0 ( ) Slow rate acceptable 2 ( ) Occasional fast pace required
(✓) NC 1 (✓) Moderate, steady pace 3 ( ) Constantly fast pace required

Comments:

5. FUNCTIONAL ACADEMIC SKILL REQUIREMENTS

Reading

( ) C 0 ( ) None 2 ( ) Simple texts
(✓) NC 1 (✓) Simple words/signs/symbols 3 ( ) Newspapers/magazines

Comments: Must be able to read labels of cleaning supplies.

Math

(✓) C 0 ( ) None 1 (✓) Simple counting 2 ( ) Addition/subtraction/whole numbers
( ) NC 3 ( ) Multiplication/division/whole numbers
4 ( ) Decimal/fraction/mixed # operations

Comments: Must be able to count windows.

Money Skills

(✓) C 0 ( ) None 1 ( ) Coin/bill recognition 2 ( ) Coin/bill values
( ) NC 3 (✓) Money counting 4 ( ) Change making from $1
5 ( ) Change making from $10

Comments: Must be able to buy lunch at snack bar & use food/beverage coin-op machines.

Writing

( ) C 0 (✓) None 1 ( ) Manuscript name 2 ( ) Cursive signature
(✓) NC 3 ( ) Simple lists/notes 4 ( ) Phone messages 5 ( ) Letters/compositions

Comments:_____

_____

6. EMPLOYER CONCERNS

Employer's Attitude Toward Workers with Disabilities

*( ) C (✓) Very positive ( ) Indifferent
(✓) NC ( ) Somewhat positive ( ) Negative

Comments:_____

_____

Employer's Financial Requirements

*(✓) C ( ) No financial incentives requested ( ) Minimum wage offered
( ) NC (✓) Tax credits/incentives requested ( ) Salary below minimum wage

Comments: Asked me to process TJTC paper work. Will hire if he receives a tax credit.

7. ENVIRONMENTAL FACTORS

Safety of Work Area

( ) C (✓) Safe work area ( ) Some safety concerns
(✓) NC ( ) Moderately safe area ( ) Many safety concerns

Comments: Security guard's desk at front door. No environmental hazards visible.

Adaptations for Disabled

*( ) C (✓) ~~Ramps~~/curb cuts (✓) Barrier free/bathroom modifications
(✓) NC ( ) Accessible entrance (✓) Elevators

Comments: Outdoor steps inaccessible (railroad ties). Problem for clients in wheelchairs or with significant ambulatory problems.

Temperature/Light

*( ) C ( ) Very cold ( ) Very dark
(✓) NC (✓) Moderate temperature ( ) Moderate light
( ) Very hot (✓) Very bright

Comments: Some workers wore sunglasses at midday.

Atmosphere

*( ) C (✓) Friendly/open ( ) Unfriendly/indifferent
(✓) NC (✓) Busy/relaxed ( ) Busy/tense
( ) Slow/relaxed ( ) Slow/tense

Comments:_____

_____

Cleanliness/Orderliness

( ) C ( ) Very dirty/disorderly (✓) Very clean/neat/orderly
(✓) NC ( ) Fairly clean/orderly ( ) Meticulously clean/orderly

Comments:

Availability of Reinforcement

( ) C 0 ( ) Frequent positive reinforcement 2 ( ) Infrequent praise given
(✓) NC 1 (✓) Intermittent praise given 3 ( ) Little praise/paycheck only

Comments:

8. JOB ANALYSIS/SPECIFIC INCREMENTS OF WORK

(1) Work Area Sign in/out Desk/Supply room

Duties
Signs in
Dresses for work.
Collects tools/supplies.

Task Sequence
Identifies time card.
Looks at clock.
Records time in.
Puts on overalls.
Identifies/selects supplies.
Puts supplies on cart.
Pushes cart to work area.

Expected Work Speed 30 min.

Time in this area (in/out) 8:00-8:30a.m.

(2) Work Area Main Corridor

Duties
Washes windows.
Cleans door hardware & window ledges.

Task Sequence
Wets applicator with solution. Applies to whole window top to bottom.
Removes solution from top to bottom with squeegee.
Wipes squeegee with dry cloth.
Wipes door hardware & window ledges with damp cloth.

Expected Work Speed 10 panels/hr./ hr. 50 min.

Time in this area (in/out) 8:30-10:20a.m. 1:50-3:45 p.m.

Comments:
Main corridor windows are cleaned twice daily. Second cleaning may be less thorough. Worker judges windows clean or dirty in p.m. & cleans only dirty ones.

64

(3) Work Area Lunch/Break Room

Duties Eats lunch. Takes a.m. and p.m. breaks.

Task Sequence Puts supply cart in supply room. Chooses food and snacks. Pays for food. Interacts with co-workers and other patrons.

Expected Work Speed Breaks = 30 min. Lunch = 30 min.

Time in this area (in/out) 10:25-10:45 a.m. 12:00-12:30 p.m./2:25-2:45 p.m.

(4) Work Area Rear corridor

Duties Washes windows along rear corridor.

Task Sequence Cleans glass panels as in Work Area 2 (Main corridor).

Expected Work Speed 50 min.

Time in this area (in/out) 12:30-1:20 p.m.

(5) Work Area 1st floor bathrooms

Duties Cleans glass, mirrors, wall tiles in ladies' and men's bathrooms.

Task Sequence Props open bathroom door. Places "cleaning" sign in doorway. Sprays mirrors & glass with window solution. Wipes dry with paper towels. Wipes wall towels with damp cloth.

Expected Work Speed 30 min.

Time in this area (in/out) 1:20-1:50 p.m.

(6) Work Area Sign in/out Desk/Supply Room

Duties Cleans tools. Shelves supplies. Parks cart. Removes uniform. Signs out.

Task Sequence Rinses bucket, sponges, cloths, squeegee, applicator. Shelves supplies. Pushes cart near wall. Removes coveralls & hangs them on hook. Goes to sign out desk. Locates time card. Reads clock. Records time. Places card in wall holder. Leaves.

Expected Work Speed 15 min.

Time in this area (in/out) 3:45-4:00 p.m.

Chapter 5

Client-to-Job Matching

Definition of Client-to-Job Matching

The process of correlating a client's skills, interests, abilities, and other characteristics to an appropriate job is termed client-to-job matching. This is a crucial point in the job placement process when client evaluation and job analysis intersect and interrelate. There is a definite art and craft to client-to-job matching, although there is no particular mystery inherent in the process. It was demonstrated in Chapter 4 that job analysis is manageable by job coaches, given a set of well defined guidelines and appropriate forms. In this chapter, forms and procedures will be provided to enable job coaches to effectively match clients to jobs in which they have a good chance of experiencing success.

It is the task of the job coach to determine whether or not clients possess the minimal social, self-help, mobility, and other skills to take a job in the community. It is important to acknowledge the fact that clients need not have all of the related skills necessary to perform a given job. The job coach is charged with the task of providing training upon placement in a community based work site and teaches the client to perform a variety of job related skills during the training process. Still, one must use judgment to assess if the client has the behaviors and functional living skills to survive in the job while learning the finer points required by the position. These important decisions should not be made in a vacuum, but should follow a thorough investigation of client strengths, needs, and preferences.

Job coaches may feel pressured by forces internal or external to their agencies to place clients in jobs before gathering enough information to make intelligent placement decisions. Coaches should avoid the temptation of allowing trends like those cited below to "force" poorly researched decisions that they, their clients, and employers will live to regret.

The following are some of the sources of pressure:

- Housing program requirements that residents have a day program or that they be competitively employed prior to being accepted for housing in group residences or supervised apartments
- advocacy groups for the disabled urging competitive work placement
- rising numbers of referrals for supported employment among severely disabled populations formerly served by workshops and day activity centers or not served at all
- increase in the client pool due to the nationwide trend toward deinstitutionalization of disabled people
- heightened awareness of the right and ability of disabled people to work in competitive jobs

Job coaches would be wise not to allow these pressures and trends to force them into quick, poorly researched job placement decisions for clients. So often, impulsive placements result in job terminations and a great deal of pain for the clients and inconvenience for employers. Therefore, it is important for coaches to collect, record, and analyze all job relevant data about clients before making client-to-job matching decisions.

Sources of Client Information

In order to begin the client-to-job matching phase, the job coach must collect data about the client that will be analyzed later in the process. The

major sources of information about client functioning may be gathered by the following means:

- interpreting formal evaluations (e.g., educational, vocational, psychological, social-emotional, medical/psychiatric)

- interviewing clients, family members, group living personnel, former teachers and work study personnel (if they have recently exited from school), former employers

- informally observing clients in various settings (i.e., with peers, with authority figures, in activity centers, work groups, and/or competitive jobs, in leisure activities)

The information gleaned from the sources listed above must be recorded in a meaningful way to be useful to the job coach. In this publication, the Client Analysis Form is offered as a vehicle for recording client data that is essential for effective decision-making. In order to facilitate comparing and contrasting client and job characteristics, the Client Analysis Form includes the same domains and factors found on the Job Analysis Form. After completing both the job analysis and client analysis forms, the Client-to-Job Matching Form may be used to measure the interaction between the client characteristics and those of the prospective job. A high level of convergence signifies that the client has a better chance of succeeding in the job; a low level of interaction between client and job factors is indicative of less compatibility and signals a lower likelihood of success for the client in that job.

Interpretation of Evaluations

Ideally, the client referred for supported employment would have recently had a battery of evaluations (e.g., physical, psychological, vocational). Also, there would be well kept records of the client's work/training history complete with behavioral observations. Finally, these reports would be readily available to the job coach assigned to the client. The more common reality is that documentation of client functioning is often piecemeal and outdated. There is a particular danger in giving great credence to old reports of client behavior because the client may well have changed for the better or worse over time.

It is advantageous to read client records with an eye to the domains and factors included in the Client Analysis Form presented later in this chapter. This means that job coaches should study records for work related characteristics such as the following:

- motivation to work - the client's desire to perform a job and be productive

- reaction to supervision - the client's acceptance of direction from superiors

- need for reinforcement - the client's requirement level for praise and other rewards

- personal hygiene - cleanliness of the client's body and clothing

- unusual behaviors - actions and activities that are not typical of the general population

- psycho-motor abilities - facility for performing activities requiring both mental and motor processing

More often than not, job coaches may find that they derive a hazy picture of the client's vocational potential from records. With this in mind, neither records nor any other single source or type of data should be used exclusively to determine the client's job placement. Job coaches should not be overly influenced by "numbers," such as IQ scores and production rates, because research has not established a correlation be-

tween these factors and success in the job market (Moon, et al., 1986).

Management of Interviews

Before interviewing clients and persons associated with them, the job coach should have collected records relating to the client's employability potential and reviewed them. By following this procedure, the coach will have developed a degree of awareness of the client's vocationally relevant abilities and disabilities. This will be of assistance in the interviewing process by providing the job coach with information on the client's ability to communicate, ability to think abstractly and deal with abstract concepts, and facility for remembering facts and past occurrences.

1. Client Interviews - Client interviews, when properly managed, are valuable means of getting to know clients as individuals. Through skillful questioning, job coaches can gain insight into the clients' ability to communicate, vocational strengths and weaknesses, desire to work, career goals, and social skills. Interviewing methods, if they are to be effective, must be adapted to the needs of persons with cognitive, communication, and emotional difficulties. This is an obvious requirement in the case of mentally retarded individuals. However, it should not be assumed that these are the only clients who require adaptations during interviews. Many bright, neurologically impaired and emotionally handicapped persons have difficulty during interviews because they have a greater tendency to misinterpret questions or to give inappropriate or misleading responses. At times, they fail to communicate effectively, or are so emotionally guarded that they cannot allow themselves to fully respond to questions.

   It is the responsibility of the interviewer to enable clients to respond accurately and completely to questions. The following suggestions can be useful when interviewing clients with cognitive, auditory, and communication difficulties.

   - Use simple, concrete vocabulary.
   - Keep questions brief and in simple sentence format.
   - Allow enough "wait time" for the client to respond. Some people require more time to process verbal input and plan responses than others.
   - Avoid making value judgments about the client's answers.
   - Restate questions the client does not appear to understand at first.
   - Use gestures, body language, and facial expressions to convey ideas and encourage the client to "show" answers with gestures and the like.
   - When necessary, use pictures to convey questions and ideas.
   - Provide pictorial choices for answers.
   - Use an auditory trainer device to amplify your speech for severely hearing impaired persons.
   - When necessary, use a sign language interpreter to communicate with deaf clients.

   Occasionally, job coaches must seek the assistance of family members or other primary caregivers in order to collect information normally obtained from the client or to augment or corroborate what the client has said in an interview. In the case where the client and caregiver have reported differing information about client capability, the job coach should attempt to locate another reliable source of information to "break the tie" (i.e., teacher, rehabilitation counselor, vocational evaluator).

   Information provided in an inter-

view is subject to the same rules of confidentiality as records. Furthermore, job coaches should refrain from asking unnecessary personal questions about clients or their families, keeping in mind that the purpose of the interview is to discover information of value to the job coach for job training and placement.

2. Parent, Guardian, or Caregiver Interviews - Parents and parenting figures are very important forces in the lives of persons with disabilities, particularly during the period when, as consumers, they are seeking services from supported employment programs. Parental support can mean the difference between success and failure of clients in supported jobs. For this reason, it is important for job coaches to establish and maintain open communication with the parents/guardians of the persons they serve.

   At the outset, before job placement decisions have been made, an interview should be arranged with the client's parents/guardians to discuss their hopes and fears about community based employment for their son or daughter. Critical issues such as those that follow should be addressed, discussed, and recorded on interview forms.

   - Jobs or job clusters parents deem optimal for their son or daughter - This may be defined as the parents' idea of the "best job in the world" for their son or daughter or the job having the status that they have hoped that their child would achieve as an adult. There is a tendency for unrealistic and potentially damaging expectations to surface during such discussions. Job coaches must address this issue with honesty and sensitivity.

   - Jobs or job clusters parents find objectionable for their son or daughter - It is most important to question parents about the types of work or work sites that they would find offensive for their son or daughter. Family values come in to play that may range from moral/religious concerns to family feelings about the impact of certain "menial" jobs on family status. It is important for job coaches to listen carefully and to accurately interpret the situation.

   - Problems parents foresee as a result of their son's or daughter's employment - These could range from transportation issues to complex personal or family difficulties. Job coaches should investigate this area carefully to develop an awareness of potentially troublesome situations.

   - Possible/impossible work schedules - Clients and/or their families may have serious difficulties with the client working on certain days of the week or during given times of the day or night. It is far better to discover this before matching the client to a job that might pose insurmountable scheduling problems.

   - Transportation - This is a universal problem among transitional employment and supported work programs. In many areas of the country, public transportation is limited or nonexistent. Most programs do not have sufficient funds to provide transportation to clients on an indefinite basis. Therefore, when clients are unable to transport themselves to work, this duty usually falls on parents and family members. Thus, it is only reasonable to discuss transportation matters with parents/guardians.

   - Possible loss of federal benefits for the disabled after employment - At this point, the job coach should discuss the possible loss or reduction of the client's supplemental income as a result of being competitively employed. Appendix A

contains a discussion of the regulations guiding eligibility for Supplemental Security Income (SSI) and Social Security Disability Income (SSDI), federal income maintenance programs administered through the Social Security Administration. Included in this appendix is information about maintenance of eligibility for Medicaid. If parents/guardians request more information about the impact of additional income on federal benefits for the disabled, they should be provided with the name and telephone number of a contact person at the local office of the Social Security Administration who would be willing and able to assist them.

If the job coach, the client, and the client's parents/guardians work toward building a trusting relationship from the very beginning, all will benefit. Coming to an understanding of parental fears and expectations at the outset of the program will aid the job coach to be more effective in helping parents view their son's or daughter's employment potential positively yet realistically.

It is potentially disastrous to overlook or discount parents' hesitancy to allow their son or daughter to participate in the supported work program. If this reluctance is not addressed when it is first recognized, it could lead to the parent undermining the client's job placement. The following could result from failing to address parental concerns about placement of their son or daughter in a competitive job:

- The job coach could be forced to withdraw the client from a carefully selected job after the client was placed.
- Parents could refuse to allow the client to accept a particular job.
- Parents could withdraw the son or daughter from the job shortly before placement or thereafter.
- Parents could knowingly or unknowingly sabotage the client's success on the job.

Finally, parents and other caregivers are usually excellent sources of information about the client's likes and dislikes, behavioral quirks, and functional living skills. During the interview, the job coach should record information provided by parents and parent figures that could facilitate working with the client, placing, and training the client.

3. Interviews with Teachers, Vocational Evaluators, and other Professionals - If records and reports are inadequate or unavailable, it is particularly important to interview professionals who recently taught, evaluated, or trained the client. These professionals may be able to provide information about factors such as: the client's academic achievement levels, work habits, ability to follow directions, social skills, and frustration tolerance. A note of caution: These professionals worked with the client in the "artificial" environments of the school, the evaluation center, and the professional office. It is quite possible for the client to react quite differently in subtly different environments where demands are not directed at his/her areas of extreme weakness.

   Example: A given client had serious language and learning disabilities. In school, he was very uncommunicative, lacked social skills, did not participate in classroom discussions, could not follow oral or written instructions, and was easily frustrated by academic demands. During an interview with the job coach, the teacher related this information and reported that the client

lagged behind his age mates in reading, mathematics, and written language.

The vocational evaluator who performed an evaluation on the client a few months before he left school found that, in addition to the well documented language related learning disabilities, the client had serious task sequencing difficulties and a weakness in manual dexterity.

If the job coach singled out these factors as the basis for determining the client's eligibility for supported employment, the client would not be where he is today - happily and successfully employed in a full-time, competitive job after careful job matching and diligent training by a skilled job coach.

This example was not cited to discount the importance or the validity of the teacher's and vocational evaluator's findings. Rather, the intent is to illustrate that clients referred for supported employment often have serious difficulties in a number of areas of functioning. However, one should not assume that these problems must pose insurmountable and permanent barriers to employment.

4. Interviews with Past Employers, Supervisors, Work Study Personnel - It is possible for clients who have previous work histories to be referred for supported work. This is becoming a more frequent occurrence as work study programs are being instituted within special education programs in the public schools.

A history of previous employment offers another source of information about client performance in the all-important environment of the work site. Former supervisors and work study coordinators can provide information about the client's performance of work tasks, social interactions on the job, ability to communicate and follow directions, and degree of need for reinforcement at work.

Observation of Clients in Structured Settings

If the potential supported work client is enrolled in a structured program (i.e., school, work activity, or day program), it is helpful to arrange with program staff to visit the school or center to observe the person in that environment. When job coaches have good working relationships with staffs from other programs, they may be able to arrange to observe the client performing jobs similar to those required of a worker at a potential work site. In this way, it is possible to gain a better understanding of the potential client as a worker by observing work related factors (i.e., behaviors, social and work skills, strength, endurance, ability to communicate, need for reinforcement). A complete listing of these factors with definitions and examples may be found in Chapter 4, pp. 36-45.

Sample Client Analysis

The Client Analysis Form is a handy tool for recording the data that will be used to match a client with a job. This data is collected during interviews, reviews of records, and observations discussed above.

In a staff meeting at her agency, Susan was designated to be the job coach for Fred Jones, a young man who recently exited from a public school program for moderately retarded students. Fred had been competitively employed as a part-time custodian through the work study program at school and had performed relatively well, according to the program's work study coordinator. Unfortunately, for Fred, his job was terminated because the company changed hands and the new management decided to eliminate all part-time positions in an effort to cut expenses. Susan was charged with the duty of matching Fred with a job

in which he would have a good probability of meeting with success. She would also provide the training and follow-up to help make that success a reality for him.

In order to better understand Fred and his needs, Susan reviewed his records, interviewed him, his mother, the work study coordinator from the school system, and his former employer. She also observed him working at the agency's work activity center, a temporary placement for him until a competitive job could be found in the community. She recorded the information from all of these sources on the Client Analysis Form so that she could use it later to match Fred with an appropriate job.

Susan began the client analysis by entering the following information on the Client Analysis Form (pp. 86-93).

- Client's name (Fred Jones) and date of client analysis
- Fred's home address, including the city, state, and zip code
- Fred's home phone number and his daytime phone number (in this case, the agency work activity center number)
- Fred's date of birth, age, and social security number
- Fred's parent/guardian's name, home phone number, and work phone number
- His parent/guardian's address, including city, state, and zip code

Susan checked the box on the form, indicating that Fred's guardian was also his natural parent.

The next section of the Client Analysis Form includes a listing of the benefits and services that Fred had and those that he wanted from his next job as well as basic data about his records. Susan discovered from conversations with Fred and his mother that Fred received SSI (Supplemental Security Income) and Medicaid, a state administered health service program. She checked the boxes to indicate this. A discussion of the government financial aid benefits listed in this section of the Client Analysis Form may be found in Appendix I of this publication.

Through interviews and discussions with the client and his mother, Susan found that they wanted Fred's next job to include sick leave, a paid vacation, and a group medical plan. She indicated this by checking the appropriate boxes on the form. She then recorded Fred's current status with the Division of Vocational Rehabilitation (DVR) as 18, the code that showed that DVR considered him in training status because he was participating in the agency's work activity program. Susan listed the type and degree of Fred's disability (moderately mentally retarded), information she derived from his most recent psychological evaluation. To complete this section, Susan checked the boxes showing that Fred's records on file at the agency included psychological, medical, vocational, educational, and employment reports.

Because Fred had been competitively employed, Susan completed the entire employment history section, beginning by checking the "previously competitively employed" box. She coded the following information:

- Most recent job title
- Company name
- Company address complete with zip code
- Company phone number
- Supervisor's name, title, and phone number
- Fred's dates of employment and salary with hours worked per week

Susan checked that Fred received no benefits while he worked for Serv-All Cleaning. She then listed his general duties while at Serv-All as "office cleaning; dusting, dry/wet mopping, trash removal." This list of duties does not need to be all inclusive, however, care should be taken to indicate the scope

and nature of the job. To end this section, Susan listed Fred's reason for leaving the custodial job. Fred's mother told her that Fred lost his job in a reorganization of the cleaning company. Susan verified this with the employer.

The client profile section of the Client Analysis Form is structured very much like the Job Analysis Form with work related factors and their subheadings presented in checklist format. Because of the complexity of human behavior, several subheadings have been added under client factor headings. These additional client factors will be defined in the same fashion as the subheadings in the sample job analysis in Chapter 4.

1. Personal Requirements - This set of factors includes personal, social and behavioral traits that relate to a worker's success on the job.

   Personal appearance - See p. 36 for definition and discussion.

   - Personal appearance form entry - Having interviewed Fred and observed him at the work activity center, Susan determined that he was neat and clean, but not stylishly dressed. She checked "neat/clean but unmatched" to describe his appearance.

   Behavior - See p. 36 for definition and discussion.

   - Behavior form entry - Susan checked the box indicating that Fred had few unusual behaviors, but noted in comments that he mumbled to himself when he was upset.

   Aggressive speech/action - This subheading includes verbal and/or physical threats as well as overt physical aggression such as fighting, throwing objects, hitting, biting, and kicking. In this item, the degree of involvement is measured by the frequency of occurrence of the behavior.

   - Aggressive speech/action form entry - Susan could find no evidence that Fred had a history of aggressive behavior, therefore, she checked the "never" box and noted that he has a very mild, even temperament.

   Handling stress/criticism - A subheading not found on the Job Analysis Form, this factor refers to the ability of the client to manage the various pressures or stresses in life. Also included in this item is the manner in which the client reacts to being corrected. These are important considerations when placing a client into a work situation because coworkers and supervisors are generally not trained to deal with unusual or violent reactions to stress and criticism.

   - Handling stress/criticism form entry - Susan chose the item "accepts criticism/changes behavior" based on information provided by Fred's work study coordinator and his former employer. She noted that it is sometimes hard for Fred to comprehend what is expected of him, but once its explained in concrete terms, he readily complies.

   Communication - See p. 37 for definition and discussion.

   - Communication form entry - Susan noticed that Fred has speech articulation problems that sometimes make it difficult for listeners to understand him. She, therefore, checked "speaks unclearly." On the comment line, she recorded that Fred will repeat what he said if he is asked to do so. Susan also

noted that Fred speaks in brief sentences.

Attention to task/perseverance - The client factor has been "humanized" a bit by the addition of the perseverance element. Essentially, this entry is identical to the attention item on the Job Analysis Form (p. 37).

- Attention to task/perseverance form entry - Fred's former employer reported that he was an independent worker when he understood the job to be done. Because of this, Susan checked "infrequent prompts/low supervision."

Acceptance of change - See Job Analysis Form entry "changes in task/routine" p. 37 for definition and discussion.

- Acceptance of change form entry - In Fred's files there were several reports by teachers and the vocational evaluator that cited difficulty acclimating to change. This did not appear to be an extreme problem, however, Susan decided to record that Fred adapted to change with some difficulty. In comments, she noted that he needed prompts and time to adjust to change.

Social interactions - See "Interactions" on pp. 37-38 for definition and discussion.

- Social interactions form entry - Susan quickly realized that Fred was a rather quiet, pleasant person who rarely initiated contact with people unless he knew them very well. She checked "seldom initiates social interactions" and made a note qualifying the selection.

2. Time/Travel Factors - The Client Analysis Form includes all other factors found on the Job Analysis Form plus two factors that are not needed when analyzing jobs but relate directly to clients in the supported employment program. These are travel and street crossing skills. When evaluating the ability of clients to work in the community, it is important to assess their level of mastery in these transportation and safety related areas.

Preferred work schedule - These are the days and hours that the client and his/her family would like to be devoted to work. At this point, prior to placement, it is important to determine whether or not the client would be willing to work nights and/or weekends and if the client wants a full-time or a part-time job. This item was designed to record that information.

- Preferred work schedule form entry - After discussions with Fred and his mother, Susan understood that both Fred and his mother were agreeable to a full-time position. Thus, Susan checked "will work full-time." She then noted in comments that Fred's family objected to night time and weekend work for him.

Transportation availability - This factor refers to Fred's access to transportation to and from work. Various possible modes of transportation are listed, from public to private and from very restricted to totally independent.

- Transportation availability form entry - Fortunately, Fred lived on the city bus route and had a five minute walk to the nearest bus stop. His family was willing and able to drive him to work when the weather was inclement. Having ascertained these facts, Susan checked the

boxes "lives on bus route" and "family will drive," noting the circumstances under which Fred's family would drive him.

Travel skills - Travel skills are literally, the ability to get around. The client's degree of mastery of the local bus system and/or ability to plan his/her own travel arrangements defines the degree to which the client mastered travel skills.

- Travel skills form entry - Susan found that Fred used the bus independently but did not know how to transfer buses. Therefore, she checked "uses bus independently/no transfer." She noted that Fred learned this skill on his last job.

Street crossing skills - The ability to walk from one side of the street to the other safely is the definition of simple street crossing skill. There are various levels of skill mastery ranging from crossing a 2 lane street with a light to crossing 4 lanes without a light. It is important to determine that the client can safely negotiate the streets around the work site before allowing him/her to do so independently.

- Street crossing skills form entry - Fred's mother corroborated that he could cross a 2 lane street with a light safely. He had no experiences beyond this.

Time telling skills - See p. 39 for definition and discussion.

- Time telling skills form entry - Susan found from work activity center personnel that Fred was able to tell time to the hour on a "round" clock and that he knew when it was lunch and break time. She checked "identifies break/lunch times" and "tells time to the hour." Given a digital watch, Fred could read the hour and the minute. She made note of this in comments.

Orientation to work space - See p. 39 for definition and discussion.

- Orientation to work space form entry - Susan's interviews revealed that Fred was able to find his way around in large areas with little effort. In his custodial job, he cleaned offices on three floors without difficulty. She selected "whole building" to indicate his ability to orient to an entire building.

Mobility - See definition and discussion on p. 39.

- Mobility - Fred had no medical problems to prevent him from walking, standing, or sitting to work. Susan had observed him working and moving around the work activity center and noted that he had no obvious mobility difficulties.

3. Work Tolerance - Work tolerance is the ability to sustain work and to have the physical power to perform the job. Both aspects are important considerations when placing disabled workers in competitive employment.

   Endurance - See p. 40 for definition and discussion.

   - Endurance form entry - Never had Fred worked more than 4 hours per day. Reports from his mother indicated that he was quite physically active after work and that he did not tire easily. Susan was required to check "works 3-4 hours/no breaks," but noted that he was physically active after work and that he appeared to have good stamina.

Strength: lifting and carrying - Strength is physical power and is graduated from weak to strong depending upon the amount of weight the client can lift and/or carry.

- Strength form entry - At the work activity center, Fred was able to lift boxes estimated to weigh 30 or so pounds. Susan checked the box indicating average strength on that basis.

4. Performance Skills - This set of factors is identical to those found on the Job Analysis Form. Performance skills include behaviors necessary for the initiation and completion of work.

   Initiation of work - See p. 40 for definition and discussion.

   - Initiation of work - Fred's former employer and the personnel at the work activity center found that Fred would sometimes move to the next task without prompts. No one had any idea why he initiated tasks erratically, but all concurred that this was the case. Because of this information, Susan checked "sometimes initiates next task."

   Independent task sequencing ability - See pp. 40-41 for definition and discussion.

   - Independent task sequencing ability form entry - As a custodian, Fred performed a maximum of 4 tasks in sequence after intensive training. Susan checked "performs 4-6 tasks in sequence."

   Discrimination of work supplies - See p. 41 for definition and discussion.

   - Discrimination of work supplies form entry - Fred could identify his work supplies and discriminate between them at the work activity center. Therefore, Susan coded the selection indicating that he was able to do this.

   Independent work rate - Fred was described by former supervisors as having an average, steady work rate. Susan checked the box indicating this.

   - Independent work rate form entry - Fred was described by former supervisors as having an average, steady work rate. Susan checked the box indicating this.

5. Functional Academic Skills - These are the basic reading, writing, and math skills that are necessary for functioning in society. This does not imply any level of academic sophistication. Rather, functional academics require the minimum level of mastery needed for survival in a literate society.

   Reading - See p. 41 for definition and discussion.

   - Reading form entry - Fred's special education teacher indicated that he could read his name, simple words, and commonly used signs and symbols. Susan checked the box indicating that level of reading mastery.

   Math - There are many possible levels of math achievement. The concern here is with basic, functional skills (i.e., number concepts, computation) most of which is taught in educational settings. It is important to determine the clients' functional math levels so that they may be placed in jobs where it is possible for them to meet math related requirements.

- Math form entry - Susan noted in comments that Fred could count objects to 100 and could add and subtract without renaming or regrouping. She checked the boxes "simple counting" and "addition/subtraction/whole numbers."

Money skills - See p. 42 for definition and discussion.

- Money skills form entry - Fred's mother informed Susan that Fred could recognize coins and bills, knew their values, and could count money, although he was not able to make change. Susan checked the boxes indicating these skills.

Writing - See p. 42 for definition and discussion.

- Writing form entry - Susan checked the boxes indicating that Fred could print his name, sign his name in cursive, and write lists and simple notes. Fred's teacher stated that his spelling was phonetic, but that she could usually understand what he was trying to convey in writing.

6. Other Relevant Factors - Included in this list are personal factors such as the client's need for reinforcement, the family's support of him/her working, and the client's financial requirements. These elements influence job satisfaction and potential success on the job and should be included in the client analysis.

Reinforcement needs - The client's requirement for praise and positive feedback on the job or his/her need for concrete rewards for good performance and behavior constitute reinforcement needs. This is the client's side of the job analysis factor, "availability of reinforcers" on p. 45.

- Reinforcement needs form entry - Susan checked "daily reinforcement," having observed that Fred responded well to positive feedback at the end of the day for a job well done. He did not appear to need concrete rewards other than a paycheck.

Family support of client working - The family's reaction to the client working greatly influences the client's success on the job. Family attitudes can vary from totally rejecting work as an option to being strongly in favor of employment for the client. It is quite possible for the initial feelings about work to change over time after family members have had to make sacrifices like rearranging their schedules to transport the working client. A job coach must interpret family feelings and record what was observed with the understanding that, as with all things, change may occur.

- Family support of client working form entry - During the interview with Fred's mother, Susan realized that she and the whole family were strongly in favor of competitive employment for Fred. School officials and other professionals reported that the family had a history of following up recommendations for Fred. With this as evidence, Susan checked "very supportive of work."

Client's financial requirements - The financial needs of disabled persons may be quite different from those of persons who are not disabled. Some clients receive supplemental income and medical aid from federal sources that they will lose if they make more than a stipulated amount of money. To many persons in this category, loss of federal benefits is too threatening to chance.

People fearing the loss of federal benefits usually opt for part time jobs so that they remain within the income limits to continue receiving benefits. Other persons do not appear interested in such benefits and prefer full-time employment with the employer supplying medical and other benefits. It is critical for job coaches to thoroughly understand how clients and their families feel about this issue before pursuing job placements for clients. See Appendix I for a discussion of federal benefit programs for the disabled.

- Client's financial requirements form entry - Fred and his mother indicated to Susan that they were willing to terminate Fred's Supplemental Security Income (SSI) provided that Fred would have a full-time job paying above minimum wage with a medical plan, paid vacation, and sick leave. Susan checked "requires job with benefits" and wrote in comments that Fred wanted more than minimum wage and employee benefits.

7. Medical Concerns - Disabled persons have a greater likelihood of having physical problems than the general population. It is important to consider the impact of medical problems on working because of a concern for the safety of clients in the supported work program. Also, some physical conditions may result in a high rate of absence from work, possibly causing the client to lose a job.

   Seizure disorder - Characterized by lapses of awareness, blackouts, and spasmodic movements, this neurological problem can usually be controlled with medication. The many forms of epilepsy are examples of seizure disorder. For safety reasons, the job coach must know if the client has seizures. If so, then the coach should find out how they are manifested, whether or not they are under good control, and if there are situations or activities that are likely to cause the seizures to occur. It is also important to find out what medications the client takes to control seizures and when and how it should be administered.

   - Seizure disorder form entry - Fred's medical records did not indicate that he had a history of seizure disorder. When asked, his mother stated that Fred had never had seizures. Susan checked "no" as a response to this item.

   Other medical conditions/physical problems - Any medical condition, physical limitation, or problem other than seizure disorder should be listed here.

   - Other medical conditions/ physical problems - Fred's medical records showed a history of allergy to tree pollens. Therefore, Susan checked the "yes" box and wrote in comments that he was allergic to tree pollens.

   Medications - Any medicine that the client takes on a regular basis should be listed here. Some medications cause drowsiness or have other side effects that could impact on the client's safety or ability to work productively. Also, the job coach may have to arrange for the client to take medication during the work day.

   - Medications form entry - Medical records stated that Fred took over-the -counter antihistamines when his allergies bother him. Susan checked "yes" for medications and noted that Fred took antihistamines for his allergies.

Vocational Attitudes: Client and Parent/Guardian - The job coach should interview the parent(s)/guardian(s) and the client in separate sessions to obtain information for this section of the Client Analysis Form. By questioning the parent(s)/guardian(s) and the client separately, the coach is more likely to discover what all parties are thinking. Questions should be phrased in terms that are easily understood without patronizing. When necessary, questions should be rephrased for clarity. Example: Question #1. "What is the best job for you?" could be rephrased, "What job would you like most of all?" In the case of Question #3, "Tell about the best kind of place to work" could be too open-ended for some clients. It can be much more effective to break this question into concrete segments by posing many specific questions such as:

- "Do you want to work in a big place like the McDonald's we visited or do you like a little place like the diner better?"
- "Do you like a neat, clean place or is it O.K. for it to be a little messy?"
- "Do you want to work with one or two people or a lot of people?"
- "Do you like to work with people who talk a lot or with quiet people?"

The interviewing tips on p. 63 will be helpful at this point in the client analysis process. These suggestions may make it possible to question communication disordered clients more meaningfully and to yield more relevant answers to interview questions.

Flash cards with pictorial representations of questions and response choices can be used very effectively with persons having limited receptive and/or expressive language. Job coaches who frequently work with severely communication disordered clients would be wise to devise their own set of flash cards for interviewing clients.

Susan interviewed Fred and his mother separately and entered a short form of their responses on the lines under each question. As stated above, Susan found that she had to pose Fred's questions more concretely and specifically in order to enable him to make meaningful responses.

Question #1: Susan asked Fred: "What is the best job for you?" He said that he would like a cleaning job. When asked about the best job for Fred, his mother was very general and stated that the ideal job would be any work in which Fred would feel successful. For the sake of clarity and brevity, Susan wrote only the essential information on the form.

Question #2: The original question was: "What are the most important things to look for in a job?" Susan had to restructure this question into many more specific ones. She divided it into many parts, avoiding yes/no response patterns. Questions were reworded until Susan was satisfied that Fred understood what she was asking. Example: "What about the kind of work you do? Is that very important, just a little important, or not important at all? What about the job title or the name of the job you do? Is that very important, a little important, or not important at all?" Fred stated that it was very important for him to clean things, make a lot of money, and work near home. When his mother was questioned, she said that it was important for Fred to have a job with few duties, employee benefits, no weekend or evening work, and close to home. Again, Susan recorded the heart of their responses.

Question #3: Susan restated this question for Fred, breaking it into smaller, more concrete segments as explained above. He indicated by his responses that he preferred working in a big, clean building with nice, quiet people and that he wanted to wear a uniform at work. His mother, on the other hand, wanted Fred to work for a small business. She was also concerned about his physical and emotional safety. Susan identified the major themes in their responses and entered them as clearly as possible. Fred's reply was entered: "big building, uniforms, nice, quiet people, clean place." His mother's reply was stated: "safe building, kind people, small business."

Question #4: When asked what he did best, Fred replied that he liked to make things clean and neat. His mother reported that Fred was very good at washing the kitchen floor and the family car. Susan picked up on the cleaning theme and noted Fred's response as: "make things, neat, clean." His mother's answer was entered on the form as: "washes the kitchen floor and the family car."

Question #5: In response to the question about the kind of work he liked to do best, Fred replied that he liked to work quietly cleaning things. His mother stated that he preferred jobs he could do by himself and jobs that would result in making his surroundings look better. Susan entered Fred's response as: "quiet work cleaning" and his mother's as: "jobs he can do independently to make things look better."

Question #6: Susan asked Fred what other work he liked and did well. He replied that he was a good dish and car washer. His mother reported that he did a good job cleaning the bathroom and washing the dishes at home and seemed to enjoy these activities. Fred's response was entered as: "wash dishes/car." His mother's answer was recorded: "likes to clean bathroom/wash dishes at home; does a good job."

Question #7: When asked to name work that was too hard for him to learn or do, Fred listed work requiring reading and talking and jobs with many parts. His mother concurred that jobs involving complicated reading would be too difficult, as would work requiring math and clerical skills. She also felt that work involving money skills would be too hard for Fred. Susan stated Fred's reply on the form as: "work requiring reading/talking, jobs with many parts." His mother's answer was entered as: "complicated jobs with reading and math, clerical work, change making/money handling."

Question #8: Susan asked Fred to name the jobs he hated to do and he responded that he disliked sitting down to work and food service jobs. His mother concurred that Fred strongly dislikes working with food or in the kitchen. Susan made simple statements on the form noting these facts.

Question #9: When asked about the kind of training he needed, Fred stated that he needed to learn to read better. His mother, however, stated that he needed to learn how to work without so much supervision. Susan listed responses as: CLIENT "training to read better"; PARENT/GUARDIAN "training to work without so much supervision."

Question #10: This question required the client and his mother to indicate whether or not he had

any health problems that would interfere with working. Fred's reply was negative. His mother stated that he was sometimes sleepy when he took antihistamines for allergies. Both sets of responses were recorded.

Hobbies and Activities/Future Reinforcement Activities - This section of the Client Analysis Form should be addressed during the client and parent/guardian interviews. The purpose of collecting information about the social and leisure activities preferred by the client is:

- to enable the job coach to have a better understanding of the client as a person with specific likes and dislikes

- to provide the job coach with conversational topics that interest the client

- to provide information for planning appropriate rewards if it becomes necessary to use concrete reinforcers with the client

The activity headings in this section include Outdoor Activities, Creative Activities, Special Events/Activities. Under these headings are lists of leisure and recreational pastimes. By the time the job coach reaches this point in the interview, he/she should have a good idea of the client's ability to respond to open ended questions and should have a feel for whether it is appropriate to ask: "Do you enjoy outdoor activities?" If the response is yes, the coach would say: "Name the outdoor activities you enjoy." In this case, the client generates a list of outdoor activities verbally and the job coach checks them off on the form, listing any additional activities or points of interest on the comment lines.

For clients who have cognitive or communication disorders that prevent them from retrieving and expressing the activities they enjoy, the job coach should state each possible activity in questions such as: "Do you like to go walking outside?" "Do you like to go on camping trips?" "Do you like to go bike riding?" This format should be followed for all three major activity headings. Susan used this technique when questioning Fred. See the completed form on pp. 92-93 for the results of this section of the client interview.

It is useful to know the names and relationships of the people the client likes and admires because these persons are likely to have strong influence with the client. Item #4 was designed for the purpose of recording this information. The job coach may find it necessary to speak with persons close to the client to gain an understanding of events or circumstances that impact on the client's ability to succeed on the job. Fred's best friends included Tim, a friend from school with whom he went to the movies from time to time, his father who built models with him, and Mary, his girlfriend, with whom he dined out and went to movies. Susan filled in the blanks on the form to code this information.

To ascertain the client's knowledge of the value of money and his/her values in general, the job coach asks the client how he/she would spend specific amounts of money in item #5. Susan found that Fred displayed a strong bent for recreational activities through his choice of purchases (video games, candy, movie tickets, radio) and that he had a realistic notion of what given amounts of money would buy. Recording Fred's choices was a matter of filling in the blanks with Fred's selections.

In item #6, the client is asked about special privileges he/she likes to be granted. Here it is possible to gain an understanding of the client's tastes, maturity and degree of independence. Fred's response to this item showed that he wanted to have

the ability to travel independently using a taxi to take his girlfriend on a date. Susan recorded this as, "take taxi with girlfriend to dinner and a movie."

Item #7 is really a wish list, asking what the client wants for his/her birthday. Fred wanted a trip to Disney World. Susan did not question whether or not this was feasible, but made note of his birthday wish on the form.

Client Analysis Form

Client _____ Date _____

Home Address _____

Home Phone _____ Daytime Phone _____

Date of Birth _____ Age _____ Social Security # _____

Parent/Guardian _____ Home Phone _____ Work Phone _____

Address _____

Relationship to Client (Check one): ( ) Natural Parent ( ) Legal Guardian/Relative

( ) Group Home/Other Service Provider ( ) None ( ) Other _____

BENEFITS AND SERVICES

Government Financial Aid Benefits (Check those currently received):

( ) Supplemental Security Income (SSI) ( ) Medicaid

( ) Social Security Disability Income (SSDI) ( ) Other _____

Benefits Client Has or Needs: ( ) None ( ) Sick Leave ( ) Medical Benefits

( ) Employee Discounts ( ) Free/Reduced Meals ( ) Paid Vacation ( ) Dental Benefits

Division of Vocational Rehabilitation (DVR) Services ( ) Currently ( ) Previously

DVR Case Status as of (Date) _____ Status Code/Description _____

Client's Disability _____ ( ) Severe ( ) Moderate ( ) Mild

Client Assessments/Records on File:

( ) Psychological ( ) Medical ( ) Vocational ( ) Educational ( ) Employment

---

EMPLOYMENT HISTORY

( ) Volunteer/Training Experience ( ) Never Competitively Employed

( ) Previously Competitively Employed ( ) Currently Competitively Employed

Most Recent Job Title _____ Company _____

Company Address _____ Phone _____

Supervisor's Name/Title _____ Phone _____

Dates of Employment (From) _____ (To) _____ Salary _____

Benefits: ( ) None ( ) Sick Leave ( ) Medical Benefits

( ) Employee Discounts ( ) Free/Reduced Meals ( ) Paid Vacation ( ) Dental Benefits

General Duties _____

Reason(s) for Leaving _____

Previous Jobs/Duties _____

CLIENT PROFILE

*Check only one item per factor except for starred factors for which more than one item may be checked. Base selections on observations of the client, interviews with significant persons in his/her life (e.g., parents/guardians, school personnel, social workers, employers), and recent reports by professionals. Numbers by items will be used for scoring on the Client-to-Job Matching Form.

1. PERSONAL CHARACTERISTICS

Personal Appearance

0 ( ) Unkempt/poor hygiene
1 ( ) Unkempt/clean
2 ( ) Neat/clean but unmatched
3 ( ) Neat/clean and matched

Comments:_____

_____

Behavior

0 ( ) Many unusual behaviors 1 ( ) Few unusual behaviors 2 ( ) No unusual behaviors

Comments:_____

_____

Aggressive Speech/Action

( ) Hourly ( ) Daily ( ) Weekly ( ) Monthly ( ) Never

Comments:_____

_____

Handling Stress/Criticism

( ) Resistant/argumentative
( ) Withdraws into silence
( ) Accepts criticism/does not change behavior
( ) Accepts criticism/changes behavior

Comments:_____

_____

Communication

0 ( ) Uses sounds/gestures
1 ( ) Uses key words/signs
2 ( ) Speaks unclearly
3 ( ) Communicates clearly

Comments:_____

_____

Attention to Task/Perseverance

0 ( ) Frequent prompts required
1 ( ) Intermittent prompts/high supervision required
2 ( ) Intermittent prompts/low supervision required
3 ( ) Infrequent prompts/low supervision required

Comments:_____

_____

Acceptance of Change

0 ( ) Rigid routine necessary
1 ( ) Adapts to change with great difficulty
2 ( ) Adapts to change with some difficulty
3 ( ) Adapts to change easily

Comments:_____

_____

Social Interactions

0 ( ) Does not interact
1 ( ) Polite response only
2 ( ) Seldom initiates social interactions
3 ( ) Frequently initiates social interactions

Comments:_____

_____

2. TIME/TRAVEL FACTORS

Preferred Work Schedule

0 ( ) Negotiable days/hours 1 ( ) Part-time M-F/days 2 ( ) Part-time nights/weekends
3 ( ) Full-time M-F days 4 ( ) Full-time/nights/weekends

Comments:_____

_____

***Transportation Availability**

( ) None ( ) Has access to special travel services ( ) Lives on bus route
( ) Family will transport ( ) Provides own (bike, car walks)

Comments:_____

_____

Travel Skills

( ) Needs bus training
( ) Uses bus independently/no transfer
( ) Uses bus independently/makes transfer
( ) Able to make own travel arrangements

Comments:_____

_____

Street Crossing Skills

0 ( ) None 1 ( ) Crosses 2-lane street/light 2 ( ) Crosses 2-lane street/no light
3 ( ) Crosses 4-lane street/light 4 ( ) Crosses 4-lane street/no light

Comments:_____

_____

Time Telling Skills

0 ( ) Unaware of time/clock function
1 ( ) Identifies breaks/lunch times
2 ( ) Tells time to the hour
3 ( ) Tells time in hours/minutes

Comments:_____

_____

Orientation to Work Space

0 ( ) Small work area
1 ( ) Several rooms
2 ( ) Entire building
3 ( ) Building and grounds

Comments:_____

_____

Mobility

0 ( ) Poor ambulation/sit/stand in one area
1 ( ) Fair ambulation/no stairs/obstacles
2 ( ) Good ambulation/stairs/minor obstacles
3 ( ) Fully ambulatory/no restrictions

Comments:_____

_____

3. WORK TOLERANCE

Endurance

0 ( ) Works less than 2 hrs/no breaks
1 ( ) Works 2-3 hours/no breaks
2 ( ) Works 3-4 hrs./no breaks
3 ( ) Works more than 4 hrs./no breaks

Comments:_____

_____

Strength: Lifting/Carrying

0 ( ) Weak (4-5 lbs.)
1 ( ) Fair (10-20 lbs.)
2 ( ) Average (30-40 lbs.)
3 ( ) Strong (50+ lbs.)

Comments:_____

_____

4. PERFORMANCE SKILLS

Initiation of Work

0 ( ) Avoids next task
1 ( ) Waits for direction to work
2 ( ) Sometimes initiates next task
3 ( ) Always initiates next task

Comments:_____

_____

Independent Task Sequencing Ability

0 ( ) Cannot perform tasks in sequence
1 ( ) Performs 2-3 tasks in sequence
2 ( ) Performs 4-6 tasks in sequence
3 ( ) Performs 7+ tasks in sequence

Comments:_____

_____

Discrimination of Work Supplies

0 ( ) Cannot discriminate work supplies
1 ( ) Identifies work supplies with cues
2 ( ) Distinguishes between work supplies

Comments:_____

_____

Independent Work Rate

0 ( ) Slow
1 ( ) Average/steady
2 ( ) Average+/at times fast
3 ( ) Always fast

Comments:_____

_____

5. FUNCTIONAL ACADEMIC SKILLS

Reading

0 ( ) None 1 ( ) Simple words/signs only 2 ( ) Simple texts only
3 ( ) Newspapers/magazines

Comments:_____ _____

_____

Math (check highest skill)
0 ( ) None 1 ( ) Simple counting only 2 ( ) Addition/subtraction/whole numbers
3 ( ) Multiplication/division/whole numbers 4 ( ) Decimal/fraction/mixed numbers

Comments:_____

_____

Money Skills (check highest skill)
0 ( ) None 1 ( ) Recognizes coins/bills only 2 ( ) Knows coin/bill values
3 ( ) Counts money 4 ( ) Makes change from $1 5 ( ) Makes change from $10

Comments:_____

_____

Writing (check highest skill)
0 ( ) None 1 ( ) Prints name 2 ( ) Signs name/cursive
3 ( ) Writes lists/simple notes/messages 4 ( ) Writes letters/compositions

Comments:_____

_____

6. OTHER RELEVANT FACTORS

Reinforcement Needs
0 ( ) Frequent reinforcement during tasks 2 ( ) Weekly reinforcement
1 ( ) Daily reinforcement 3 ( ) Paycheck only

Comments:_____

_____

Family Support of Client Working
0 ( ) Negative about work 2 ( ) Supportive of work with reservations
1 ( ) Daily reinforcement 3 ( ) Very supportive of work

Comments:_____

_____

Client's Financial Requirements
( ) Unwilling to give up financial aid ( ) Requires job with benefits
( ) Needs part-time job to avoid loss of financial aid ( ) No financial concerns

Comments:_____

_____

7. MEDICAL CONCERNS

Seizure Disorder ( ) No ( ) Yes/controlled ( ) Yes/uncontrolled

If yes, provide type and description _____

_____

Other Medical Conditions/Physical Problems ( ) No ( ) Yes

Describe if yes _____

_____

Medications ( ) No ( ) Yes

Describe if yes _____

_____

VOCATIONAL ATTITUDES: CLIENT AND PARENT/GUARDIAN

*Ask these questions of the client and parent/guardian in separate sessions to gain an understanding of acceptable/unacceptable job placements and level of expectation.

1. What is the perfect job for (you/the client's name)?

   CLIENT _____

   PARENT/GUARDIAN _____

2. What are the most important things to look for in a job (e.g., duties, job title, salary, hours, location)?

   CLIENT _____

   PARENT/GUARDIAN _____

3. Tell about the best kind of place to work (e.g., physical size, set-up, appearance, kind of people).

   CLIENT _____

   PARENT/GUARDIAN _____

4. What do you do best? CLIENT _____

   What does (client's name) do best? PARENT/GUARDIAN _____

5. What kind of work do you like the best? CLIENT _____

   What kind of work does (client) like best? PARENT/GUARDIAN _____

6. What other kinds of work do you like and do well? CLIENT _____

   What other kinds of work does (client) like and do well? PARENT/GUARDIAN ___

   _____

7. What kinds of work are too hard for you to learn or to do? CLIENT _____

   _____

   What kinds of work are too hard for (client) to learn or to do?

   PARENT/GUARDIAN _____

8. What kinds of job duties do you hate to do? CLIENT _____

   What kinds of job duties is (client) unwilling to do? PARENT/GUARDIAN _____

   _____

9. What kind of training do you feel you need? CLIENT _____

   What kind of training do you feel (client) needs? PARENT/GUARDIAN _____

   _____

10. Do you have any physical/health problems that would make if hard for you to work?

    CLIENT _____

    Does (client) have any health problems that would interfere with working?

    PARENT/GUARDIAN _____

Additional Comments: _____

_____

_____

HOBBIES AND ACTIVITIES/FUTURE REINFORCEMENT ACTIVITIES

*Ask the client about favorite activities and friends. If the client has communication problems that prevent relating this information, ask parents/guardians or others close to the client for input.

1. **OUTDOOR ACTIVITIES**
   ( ) Walking ( ) Camping ( ) Biking ( ) Hiking ( ) Boating ( ) Sledding
   ( ) Picnics/cookouts ( ) Fishing ( ) Gardening

Comments: _____

_____

2. **CREATIVE ACTIVITIES**

Musical
( ) Singing ( ) Rhythmics ( ) Listening to music ( ) Playing an instrument
( ) Dancing

Comments: _____

_____

Dramatic
( ) Storytelling ( ) Skits ( ) Role-playing ( ) Puppetry
( ) Creative dramatics

Comments: _____

_____

Arts & Crafts
( ) Drawing ( ) Painting ( ) Macrame ( ) Ceramics ( ) Model building
( ) Weaving ( ) Needlework ( ) Woodworking ( ) Decoupage ( ) Candles
( ) Carving ( ) Print-making ( ) Collages

Comments: _____

_____

3. **SPECIAL EVENTS/ACTIVITIES**
   ( ) Movies ( ) TV ( ) Concerts ( ) Plays ( ) Exhibits ( ) Fairs
   ( ) Carnivals ( ) Circus ( ) Amusement Parks ( ) Zoos ( ) Parades
   ( ) Sightseeing ( ) Eating out ( ) Parties ( ) Dating
   ( ) Holiday activities ( ) Sports events ( ) Shopping ( ) Clubs
   ( ) Church activities ( ) Visiting friends ( ) Volunteer activities
   ( ) Traveling

Comments: _____

_____

4. **Who are your best friends? What do you like to do with them?**

Name_____ Relationship _____ Activity _____

Name_____ Relationship _____ Activity _____

Name_____ Relationship _____ Activity _____

5. **If you had $.50, what would you buy with it?** _____

$1 _____ $10 _____ $100 _____

_____

6. What special privileges do you like to have? _____

_____

_____

7. What do you want for your birthday? _____

_____

Additional Comments: _____

_____

_____

_____

_____

_____

Client Analysis Form

Client Fred Jones Date 5-15-87
Home Address 2003 Stanley Ave., Ellicott City, MD 21043
Home Phone 342-9117 Daytime Phone 342-6541
Date of Birth 4-9-65 Age 22-1 Social Security # 214-06-4252
Parent/Guardian Anna Jones Home Phone 342-9117 Work Phone 342-5900 x216
Address 2003 Stanley Avenue, Ellicott City, MD 21043
Relationship to Client (Check one): (✓) Natural Parent ( ) Legal Guardian/Relative
( ) Group Home/Other Service Provider ( ) None ( ) Other _____

BENEFITS AND SERVICES

Government Financial Aid Benefits (Check those currently received):
(✓) Supplemental Security Income (SSI) (✓) Medicaid
( ) Social Security Disability Income (SSDI) ( ) Other _____

Benefits Client Has or (Needs): ( ) None (✓) Sick Leave (✓) Medical Benefits
( ) Employee Discounts ( ) Free/Reduced Meals (✓) Paid Vacation ( ) Dental Benefits

Division of Vocational Rehabilitation (DVR) Services (✓) Currently ( ) Previously
DVR Case Status as of (Date) 4-1-87 Status Code/Description 18 (training prog)
Client's Disability Mental Retardation ( ) Severe (✓) Moderate ( ) Mild
Client Assessments/Records on File:
(✓) Psychological (✓) Medical (✓) Vocational (✓) Educational (✓) Employment

---

EMPLOYMENT HISTORY

( ) Volunteer/Training Experience ( ) Never Competitively Employed
(✓) Previously Competitively Employed ( ) Currently Competitively Employed
Most Recent Job Title Custodian (Part-time) Company Serv-All Cleaning
Company Address 465 Taylor Ave, Ellicott City, MD 21043 Phone 342-9600
Supervisor's Name/Title J. Phillips, Daytime Crew Chief Phone 342-9600 x197
Dates of Employment (From) July 6, 1986 (To) Jan. 4, 1987 Salary 3.50/hr. (20 hrs/wk)
Benefits: (✓) None ( ) Sick Leave ( ) Medical Benefits
( ) Employee Discounts ( ) Free/Reduced Meals ( ) Paid Vacation ( ) Dental Benefits
General Duties Office cleaning; dusting, dry-wet mopping, trash removal
Reason(s) for Leaving Company eliminated all part-time positions
Previous Jobs/Duties N/A

CLIENT PROFILE

*Check only one item per factor except for starred factors for which more than one item may be checked. Base selections on observations of the client, interviews with significant persons in his/her life (e.g., parents/guardians, school personnel, social workers, employers), and recent reports by professionals. Numbers by items will be used for scoring on the Client-to-Job Matching Form.

1. PERSONAL CHARACTERISTICS

Personal Appearance

0 ( ) Unkempt/poor hygiene
1 ( ) Unkempt/clean
2 (✓) Neat/clean but unmatched
3 ( ) Neat/clean and matched

Comments: Clothes clean, but not stylish.

Behavior

0 ( ) Many unusual behaviors
1 (✓) Few unusual behaviors
2 ( ) No unusual behaviors

Comments: Mumbles to himself when upset.

Aggressive Speech/Action

( ) Hourly ( ) Daily ( ) Weekly ( ) Monthly (✓) Never

Comments: Very mild, even temperament.

Handling Stress/Criticism

( ) Resistant/argumentative
( ) Withdraws into silence
( ) Accepts criticism/does not change behavior
(✓) Accepts criticism/changes behavior

Comments: Complies when he understands what to do. Needs very concrete explanations.

Communication

0 ( ) Uses sounds/gestures
1 ( ) Uses key words/signs
2 (✓) Speaks unclearly
3 ( ) Communicates clearly

Comments: Articulation problems. Will repeat what he said if asked. Speaks in short sentences.

Attention to Task/Perseverance

0 ( ) Frequent prompts required
1 ( ) Intermittent prompts/high supervision required
2 ( ) Intermittent prompts/low supervision required
3 (✓) Infrequent prompts/low supervision required

Comments: Independent worker when he understands the job.

Acceptance of Change

0 ( ) Rigid routine necessary
1 ( ) Adapts to change with great difficulty
2 (✓) Adapts to change with some difficulty
3 ( ) Adapts to change easily

Comments: Needs prompts & time to acclimate to change.

Social Interactions

0 ( ) Does not interact
1 ( ) Polite response only
2 (✓) Seldom initiates social interactions
3 ( ) Frequently initiates social interactions

Comments: Very quiet but pleasant. Smiles a lot.

2. TIME/TRAVEL FACTORS

Preferred Work Schedule

0 ( ) Negotiable days/hours
1 ( ) Part-time M-F/days
2 ( ) Part-time nights/weekends
3 (✓) Full-time M-F days
4 ( ) Full-time/nights/weekends

Comments: Family does not want him to work weekends or evenings.

Transportation Availability

( ) None
( ) Has access to special travel services
(✓) Lives on bus route
(✓) Family will transport
( ) Provides own (bike, car walks)

Comments: Family wants him to take bus to/from work. Family will transport him in bad weather.

Travel Skills

( ) Needs bus training
( ) Uses bus independently/makes transfer
(✓) Uses bus independently/no transfer
( ) Able to make own travel arrangements

Comments: Trained to use bus for previous job.

Street Crossing Skills

0 ( ) None
1 (✓) Crosses 2-lane street/light
2 ( ) Crosses 2-lane street/no light
3 ( ) Crosses 4-lane street/light
4 ( ) Crosses 4-lane street/no light

Comments:

Time Telling Skills

0 ( ) Unaware of time/clock function
1 ( ) Identifies breaks/lunch times
2 (✓) Tells time to the hour
3 ( ) Tells time in hours/minutes

Comments: Can read hours + minutes on a digital clock/watch only.

Orientation to Work Space

0 ( ) Small work area
1 ( ) Several rooms
2 (✓) Entire building
3 ( ) Building and grounds

Comments: Former employer stated he cleaned offices in 3-story building without getting lost.

Mobility

0 ( ) Poor ambulation/sit/stand in one area
1 ( ) Fair ambulation/no stairs/obstacles
2 ( ) Good ambulation/stairs/minor obstacles
3 (✓) Fully ambulatory/no restrictions

Comments:

3. WORK TOLERANCE

Endurance

0 ( ) Works less than 2 hrs/no breaks
1 ( ) Works 2-3 hours/no breaks
2 (✓) Works 3-4 hrs./no breaks
3 ( ) Works more than 4 hrs./no breaks

Comments: Has never worked more than 4hrs./day. Is active after work. Does not tire easily.

Strength: Lifting/Carrying

0 ( ) Weak (4-5 lbs.)
1 ( ) Fair (10-20 lbs.)
2 (✓) Average (30-40 lbs.)
3 ( ) Strong (50+ lbs.)

Comments: _____

4. PERFORMANCE SKILLS

Initiation of Work

0 ( ) Avoids next task
1 ( ) Waits for direction to work
2 (✓) Sometimes initiates next task
3 ( ) Always initiates next task

Comments: Sometimes needs prompt to the next task.

Independent Task Sequencing Ability

0 ( ) Cannot perform tasks in sequence
1 ( ) Performs 2-3 tasks in sequence
2 (✓) Performs 4-6 tasks in sequence
3 ( ) Performs 7+ tasks in sequence

Comments: Performed 4 task in sequence on last job.

Discrimination of Work Supplies

0 ( ) Cannot discriminate work supplies
1 ( ) Identifies work supplies with cues
2 (✓) Distinguishes between work supplies

Comments: _____

Independent Work Rate

0 ( ) Slow
1 (✓) Average/steady
2 ( ) Average+/at times fast
3 ( ) Always fast

Comments: _____

5. FUNCTIONAL ACADEMIC SKILLS

Reading

0 ( ) None
1 (✓) Simple words/signs only
2 ( ) Simple texts only
3 ( ) Newspapers/magazines

Comments: _____

Math (check highest skill)
0 ( ) None 1 ( ) Simple counting only 2 (✓) Addition/subtraction/whole numbers
3 ( ) Multiplication/division/whole numbers 4 ( ) Decimal/fraction/mixed numbers
Comments: Adds/subtracts two digit numbers with no renaming. Counts objects to 100.

Money Skills (check highest skill)
0 ( ) None 1 ( ) Recognizes coins/bills only 2 ( ) Knows coin/bill values
3 (✓) Counts money 4 ( ) Makes change from $1 5 ( ) Makes change from $10
Comments:

Writing (check highest skill)
0 ( ) None 1 ( ) Prints name 2 ( ) Signs name/cursive
3 (✓) Writes lists/simple notes/messages 4 ( ) Writes letters/compositions
Comments: Spells phonetically. Can usually interpret his meaning.

6. OTHER RELEVANT FACTORS

Reinforcement Needs
0 ( ) Frequent reinforcement during tasks 2 ( ) Weekly reinforcement
1 (✓) Daily reinforcement 3 ( ) Paycheck only
Comments: Likes positive feedback, compliments

Family Support of Client Working
0 ( ) Negative about work 2 ( ) Supportive of work with reservations
1 ( ) Daily reinforcement 3 (✓) Very supportive of work
Comments:

Client's Financial Requirements
( ) Unwilling to give up financial aid (✓) Requires job with benefits
( ) Needs part-time job to avoid loss of financial aid ( ) No financial concerns
Comments:

7. MEDICAL CONCERNS

Seizure Disorder (✓) No ( ) Yes/controlled ( ) Yes/uncontrolled
If yes, provide type and description

Other Medical Conditions/Physical Problems ( ) No (✓) Yes
Describe if yes Allergy to tree pollens.

Medications ( ) No (✓) Yes
Describe if yes Antihistimines during allergy season.

VOCATIONAL ATTITUDES: CLIENT AND PARENT/GUARDIAN

*Ask these questions of the client and parent/guardian in separate sessions to gain an understanding of acceptable/unacceptable job placements and level of expectation.

1. What is the perfect job for (you/the client's name)?
   CLIENT Cleaning jobs
   PARENT/GUARDIAN Any job in which he can feel success.
2. What are the most important things to look for in a job (e.g., duties, job title, salary, hours, location)?
   CLIENT cleaning job; more money than last job; near home
   PARENT/GUARDIAN few duties; benefits; no weekend/evening work; near home
3. Tell about the best kind of place to work (e.g., physical size, set-up, appearance, kind of people).
   CLIENT big building; uniforms; nice, quiet people; clean place
   PARENT/GUARDIAN safe building; kind people; small business
4. What do you do best? CLIENT make things neat, clean
   What does (client's name) do best? PARENT/GUARDIAN washes kitchen floor, family car
5. What kind of work do you like the best? CLIENT quiet work, cleaning
   What kind of work does (client) like best? PARENT/GUARDIAN jobs he can do independently to make things look better.
6. What other kinds of work do you like and do well? CLIENT wash dishes, cars
   What other kinds of work does (client) like and do well? PARENT/GUARDIAN
   likes to clean bathrooms; washes dishes at home; does good job
7. What kinds of work are too hard for you to learn or to do? CLIENT work requiring reading + talking
   What kinds of work are too hard for (client) to learn or to do?
   PARENT/GUARDIAN jobs with many parts
8. What kinds of job duties do you hate to do? CLIENT sit down jobs, working with food.
   What kinds of job duties is (client) unwilling to do? PARENT/GUARDIAN
   food service jobs
9. What kind of training do you feel you need? CLIENT training to read better
   What kind of training do you feel (client) needs? PARENT/GUARDIAN
   training to work without so much supervision
10. Do you have any physical/health problems that would make if hard for you to work?
    CLIENT No
    Does (client) have any health problems that would interfere with working?
    PARENT/GUARDIAN sleepy when taking antihistimines for allergies

Additional Comments:

HOBBIES AND ACTIVITIES/FUTURE REINFORCEMENT ACTIVITIES

*Ask the client about favorite activities and friends. If the client has communication problems that prevent relating this information, ask parents/guardians or others close to the client for input.

1. **OUTDOOR ACTIVITIES**
   (✓) Walking ( ) Camping (✓) Biking (✓) Hiking ( ) Boating ( ) Sledding
   (✓) Picnics/cookouts (✓) Fishing ( ) Gardening

Comments: _____

_____

2. **CREATIVE ACTIVITIES**

Musical
( ) Singing ( ) Rhythmics (✓) Listening to music ( ) Playing an instrument
(✓) Dancing

Comments: _____

_____

Dramatic
( ) Storytelling ( ) Skits ( ) Role-playing ( ) Puppetry
( ) Creative dramatics

Comments: None of these.

_____

Arts & Crafts
(✓) Drawing ( ) Painting ( ) Macrame ( ) Ceramics (✓) Model building
( ) Weaving ( ) Needlework ( ) Woodworking ( ) Decoupage ( ) Candles
( ) Carving ( ) Print-making ( ) Collages

Comments: Builds model planes with father

_____

3. **SPECIAL EVENTS/ACTIVITIES**
(✓) Movies (✓) TV ( ) Concerts ( ) Plays ( ) Exhibits (✓) Fairs
(✓) Carnivals (✓) Circus ( ) Amusement Parks (✓) Zoos ( ) Parades
( ) Sightseeing (✓) Eating out ( ) Parties ( ) Dating
( ) Holiday activities (✓) Sports events (✓) Shopping ( ) Clubs
( ) Church activities ( ) Visiting friends ( ) Volunteer activities
( ) Traveling

Comments: Likes to be with 1 or 2 people for special times.
Dislikes large group activities.

4. **Who are your best friends? What do you like to do with them?**

Name Tim Relationship School friend Activity Movies
Name Father Relationship _____ Activity Model Building
Name Mary Relationship Girlfriend Activity Eating Out / Movies

5. **If you had $.50, what would you buy with it?** Video games

$1 Candy $10 Movie tickets $100 Radio

_____

6. What special privileges do you like to have? Take taxi with girlfriend to dinner & a movie

7. What do you want for your birthday? Trip to Disney World

Additional Comments:

93

Client-to-Job Matching Form

The procedure described in this section provides a format for comparing the results of the Job Analysis Form with the Client Analysis Forms of from one to four clients. In other words, up to four client's qualifications may be matched to a given job using one Client-to-Job Matching Form. If more than four clients are to be compared, it will be necessary to "cut and paste" an extension to Column B of the Client-to-Job Matching Form to create scoring columns for Client #4, Client #5, Client #6 and so on. The operations below describe the procedure for client-to-job matching.

Column A Operations to Yield Total Score/All Factors

- Code the factor scores from the Job Analysis Form (pp. 55-60) into Column A of the Client-to-Job Matching Form (pp. 102-104).

- Subtotal Column A scores for each cluster of factors (i.e., Personal Requirements, Time/Travel Factors, Work Tolerance) and enter the subtotal on the line provided (i.e., Subtotal/Scores (All Scores #1), Subtotal/Scores (All Scores in #2).

- Under #7 Analysis, enter the subtotals for each cluster of factors in Column A and add them to yield a total score for all factors. Enter this total on the line **Total Scores/All Factors.**

Column A Operations to Yield Total Critical Scores/All Factors

- In Column A, draw a circle around the factor scores that were checked critical to the job (C) on the Job Analysis Form.

- Subtotal the critical factor scores (circled scores) for each cluster of factors and enter the subtotals on the lines provided [i.e., Critical Subtotal (Circled Scores)]. They are always located immediately below the Subtotal/Scores line for each cluster of factors.

- Under heading #7, ANALYSIS, enter the critical score subtotals (circled score subtotals) for each cluster of factors in Column A and add them to yield a total score for all critical factors. Enter the total on the line Total Critical Scores/All Factors.

Column B Operations (Client Scores)

For Total Scores/All Factors:

- Code the factor scores from the Client Analysis Form (pp. 87-90) into Column B under the specific column designated for the client. "Client #1" corresponds with the client whose name is listed next to "Clients' Name 1," on the first page of this form. "Client #2" refers to the second client named under "Clients' Names" and so on up to the fourth client. Additional clients may be matched by cutting and pasting additional client columns, taking care to write the clients' names and columnar positions on the first page of the form.

- Subtotal the client's scores for each cluster of factors and enter this subtotal on the line provided [i.e., Subtotal/Scores (All Scores in #1), Subtotal/Scores (All Scores in #2)].

- Under heading #7, ANALYSIS, enter the client's subtotals for each cluster of factors and add them to yield a total score for all factors. Enter this total on the line **Total Scores/All Factors** in the client's column.

For Total Critical Scores/All Factors:

- Circle the scores for critical factors. Example: If the score for attention is circled as a critical factor in Column A, the Column B score(s) for attention will also be circled.

- Subtotal the critical factor scores

(circled scores) for each cluster of factors and enter the subtotals on the lines provided.

- Under heading #7, ANALYSIS, enter the critical score subtotals for each cluster of factors in the client's column and add them to yield a total score for all critical factors for that client. Enter the total on the line **Total Critical Scores/All Factors**.

Results of Matching

Two separate client rankings are generated from the data produced. The first is called "Match Based on **Total Score**" and ranks clients according to the scores they have received in the analysis section for **Total Scores/All Factors**. The name of the client with the highest score would be listed by #1, followed by the name of the client with the second highest total score, and so on.

The other ranking is "Match Based on **Total Critical Score.**" Here the client with the highest **Total Critical Score/All Factors** is ranked #1 with the other clients' names entered according to descending order of scores. The critical factors demanded by the job must not be underestimated. In the case where two or more clients have very close total critical scores, the job coach should look at each client's training needs for the position. If a particular client has a very persistent problem with reading, his/her lowest critical subscore, and the job demands a high reading level, the job coach should consider this a serious impediment to employment in this position. Another client with adequate reading achievement but some work skill deficits readily amenable to training would be a better candidate for the job, all other factors being comparable.

Having two different types of rankings affords two ways of viewing both the job and the clients being considered for the position. It is quite possible for several clients to match "exactly" on one or both of the rankings, yet for only one to be the best match. Careful examination of individual factor scores and subtotals combined with scrutiny of unscored items from both the Job Analysis Form (e.g., Employer's Financial Requirements, Safety of Work Area, Adaptations for Disabled, Atmosphere) and the Client Analysis Form (e.g., Benefits and Services, Employment History, Aggressive Speech/Action, Handling Stress/Criticism, Transportation Availability) will give balance to the "meaning" of the rankings. In other words, neither of the two rankings (or any other single source of data) should be used in isolation to place a client or to prevent his/her placement in a job. The ultimate questions to be answered by this process are: Is this an appropriate job for this client? Is this person the appropriate employee for this job? Sometimes the score totals look fine, but the job coaches' clinical judgment gives him/her good reason not to place the client in the job. The value of such judgment based on facts and reason must not be discounted.

Sample Client-to-Job Matching

Susan, the job coach for an agency providing supported employment services for disabled persons, has analyzed a window washing job (See Chapter 4) and is ready to consider two clients for the position. She has interviewed both clients, their families, and other professionals who have worked with them. She has also reviewed relevant reports and records prepared by professionals who have evaluated and examined the clients. Client Analysis Forms have been completed for both persons being considered. (See Fred Jones' Client Analysis Form pp. 86-93). The next step is for Susan to determine which of the two clients is best suited to the window washing job. It is very possible that neither will be a reasonable match.

Susan began the matching process by supplying the information at the top of the Client-to-Job Matching Form (pp. 105-107). She entered the following:

- Company Name (Maintenance Systems)
- Job Title (Window Washer: job

analyzed in Chapter 4)
- Recorder (Susan Thompson)
  Date of Analysis (5-29-87)
- Clients' Names (two clients: Client #1 = Fred Jones and Client #2 = Mary White)

The bulk of the information on the Client-to-Job Matching Form is coded from the Job Analysis Form (pp. 55-60) and the Client Analysis Form (pp. 86-93). For brevity's sake, only Fred Jones' Client Analysis Form has been included in this publication. Susan entered Mary White'sdata from her Client Analysis Form into the Client-to-Job Matching Form in the same manner that she entered Fred's.

Each step in the job matching process is presented below.

Column A Operations

- Susan entered the job related factor scores from the Job Analysis Form (pp. 55-60) in Column A. These scores are derived from the numbers located beside item choices. Example:

1. PERSONAL REQUIREMENT

Personal Appearance

( ) C	0 ( ) Grooming unimportant	2 ( ) Neatness/cleanliness required
(✓) NC	1 (✓) Only hygiene required	3 ( ) Grooming very important

In the case of the window washing job, the personal appearance requirement could be satisfied by cleanliness alone, so Susan checked "only hygiene required." The score beside this item is (1). Therefore, Susan entered a (1) in Column A of the Client-to-Job
- Matching Form beside Personal Appearance, the first score entered on the form. In similar fashion, she entered scores for Behavior (1) and Communication (1). All three of these factors were scored NC or not critical on the Job Analysis Form.

The next factor, Attention, received a score of (2) and was scored C or critical.

Attention

( ) C	0 ( ) Frequent prompts available	2 (✓) Intermittent prompts/low supervision
( ) NC	1 ( ) Intermittent prompts/high supervision	3 ( ) Infrequent prompts/low supervision

Thus, Susan entered this score on the Client-to-Job Matching Form and circled it to indicate that it was critical to job success. Change in Routine/Task was also deemed critical and was scored (2). This score was entered and circled in Column A of the Client-to-Job Matching Form. The final factor in Personal Requirements, Interactions, received as (1) and was not considered critical. It was entered as (1).

The illustration below shows scores for the first cluster of factors and the manner in which they are entered on the matching form. Note that critical factor scores have been circled.

- Susan added all of the personal requirement factor scores to obtain the Subtotal/Scores (All Scores in #1) and entered it on the adjacent line. She then added the two critical (circled) scores and entered their sum

next to Critical Subtotal (Circled Scores).

Job Related Factors	Job Factor Scores from Job Analysis Form (Column A)	Client's Scores from Client Profile Section of Client Analysis Form (Column B) (Client #1)	(Client #2)	(Client #3)	(Client #4)
1. PERSONAL REQUIREMENTS					
Personal Appearance	1				
Behavior	1				
Communication	1				
Attention	(2)				
Change in Routine/Task	(2)				
Interactions	1				
Subtotal Scores (All Scores in #1)	8				
Critical Subtotal (Circled Scores)	4				

- Susan circled all of the scores listed under Time/Travel Factors because they were all considered critical on the Job Analysis Form. The Subtotal/Scores (All Scores in #2) was equal to the Critical Subtotal because the sum of all scores was the same as the sum of all critical scores. See below.

Job Related Factors	Job Factor Scores from Job Analysis Form (Column A)	Client's Scores from Client Profile Section of Client Analysis Form (Column B)			
2. TIME/TRAVEL FACTORS					
Work Schedule	(3)				
Time Telling	(3)				
Orientation to Work Space	(2)				
Mobility	(2)				
Subtotal Scores (All Scores in #2)	10				
Critical Subtotal (Circled Scores)	10				

- Susan continued to enter scores from the Job Analysis Form for factor clusters (e.g., #3 Work Tolerance, #4 Performance Skills, #5 Academic Skills, #6 Other Relevant Factors). For each cluster of factors in Column A, she calculated the two types of subtotal scores described above.
- To perform the first section of the analysis (#7) in Column A, Susan entered the Subtotal/Scores for all six clusters of factors and added them to find the **Total Score/All Factors**.
- Susan entered all six of the Critical Subtotals in the second part of #7 and

added them to derive the **Total Critical Score/All Factors for Column A**. This completed operations in Column A.

COLUMN B OPERATIONS

- Susan entered scores from Fred's Client Analysis Form (pp. 86-93) under Client #1 in Column B. His score for Personal Appearance was (2), Behavior (1), Communication (2), Attention (3), Change in Routine (2), and Interactions (2).

- She circled the two critical scores, Attention and Change in Routine/Task to correspond with the critical factors found on the Job Analysis Form. See below.

Job Related Factors	Job Factor Scores from Job Analysis Form (Column A)	Client's Scores from Client Profile Section of Client Analysis Form (Column B)			
1. PERSONAL REQUIREMENTS	(Client #1)	(Client #2)	(Client #3)	(Client #4)	
Personal Appearance	1 | 1	1 | 2	|	|	|
Behavior	1 | 1	1 | 1	|	|	|
Communication	1 | 1	1 | 2	|	|	|
Attention	(2)	(3)	|	|	|
Change in Routine/Task	(2)	(2)	|	|	|
Interactions	1 | 1	1 | 2	|	|	|
Subtotal Scores (All Scores in #1)	8	12			
Critical Subtotal (Circled Scores)	4	5			

- As in Column A, Susan added all of Fred's scores under Personal Requirements (Column B/Client #1) to compute the Subtotal/Scores (All Scores in #1). She entered this score on the appropriate line under Client #1, then added the circled scores together to derive the Critical Subtotal for the first cluster of factors and entered it on its line. See above.

- Susan performed these operations for all six clusters of factors. It should be noted that Other Relevant Factors differs a little for clients in that two very crucial factors are added to the client columns that are not relevant to job analysis. They are Family Support of the Client Working and Street Crossing Skills. These factor scores are added into the Subtotal/Scores (All Scores in #6).

- Susan performed the analysis in #7 in the same manner as Column A. Subtotal/Scores for all clusters were added to derive the **Total Score/All Factors** and Critical Subtotals were totalled to yield **Total Critical Score/-All Factors**. In this manner, she computed and listed all of the scores necessary for matching Fred's qualifications with the requirements of the window washing job.

- Using Mary White's Client Analysis Form, Susan entered Mary's scores and performed the operations described above to allow Mary's qualifications to be compared with the demands of the position under consideration.

Results of Matching

- After performing the analysis of scores for both Columns A and B, Susan found that the **Total Scores/All Factors** were:

	(Column A) Job Analysis Score	(Column B) Client #1 (Fred)	Client #2 (Mary)
Total Score/All Factors	[36]	[47]	[41]

Given the outcome shown above, Match Based on **Total Score** would look like this.

1. Fred Jones
2. Mary White

Susan remembered that both client's scores were "inflated" by 5 points because of the two additional client related factors included in #6 (Other Relevant Factors). This did not change the picture significantly because both clients meet or exceed the total job analysis score. Obviously, Susan needed more information before making a placement decision.

- Susan's next step was to examine the **Total Critical Score/All Factors**. They appeared as follows.

	(Column A) Job Analysis Score	(Column B) Client #1 (Fred)	Client #2 (Mary)
Total Critical Score/All Factors	[25]	[25]	[25]

These results indicated to Susan that there was a "tie" situation and that it would be impossible to rank the two clients according to scores received for critical factors. An in-depth examination of the client-to-job matching process would be necessary. Even when total score results appear to yield one very obvious match, it is wise to review the entire Client-to-Job Matching Form before committing to a recommendation for placement. Susan's completed Client-to-Job Matching Form is located on pp. 105-107 and will be of assistance in the following commentary.

- Susan began by examining #1. Personal Requirements. Here she noted that Mary (Client #2) picked up points in the noncritical areas of Personal Appearance and Behavior, but did not match job requirements for the critical criteria of Attention and Change in Routine/Task. Fred met or exceeded both critical requirements. Fred was clearly the better match based on this cluster.

- Susan moved to #2. Time/Travel Factors and examined individual factor scores. She noted that all of the factors in this cluster were critical and that Fred met or exceeded requirements for all factors but Time Telling. Susan knew that Fred would be able to compensate for his inability to read

a clock face by using his digital watch for reading hours and minutes and that this would not pose a problem on the job. Mary, on the other hand, did not match requirements for Work Schedule to Orientation to Work Space, although she excelled in mobility. She had indicated that she preferred a part-time work schedule that included nights and weekends when this job was a full-time weekday position. Mary was also suited to a small work space while this job required one to work throughout an entire building. Susan concluded that Fred was the better candidate based on the results of this cluster.

- Next Susan examined the two candidates' performance in the third area, Work Tolerance. Endurance was rated critical. Susan noted that Mary was able to work for less than two hours and that this was an 8-hour/day job. While Fred had never worked longer than 4 hours/day with no breaks, he had a history of good stamina. (See interview information). Based on endurance, Fred was more likely to meet expectations than Mary. Mary exceeded the strength requirement, a factor deemed not critical, while Fred met it. Susan found Fred to be the more obvious pick in the area of Work Tolerance.

- Susan moved to #4, Performance Skills. Mary met or exceeded requirements for the two critical areas, Task Sequencing and Discriminations. Fred met both requirements. Fred superseded Mary on Initiation of Work and Work Speed, factors deemed not critical. Here Susan had to make a professional judgment. She determined that Fred's slightly better initiative and better work speed made him the better choice.

- In the area of Academic Skill, the fifth area, Mary was clearly stronger than Fred. Fred, however, met or exceeded requirements for the job. Susan scored this area a tie.

- The sixth and final cluster, Other Relevant Factors, revealed to Susan that Mary's intense need for reinforcement would be difficult to satisfy in the window washing position. Fred's need for less frequent reinforcement was better suited to the position. Fred's family was more supportive of his working than Mary's, although her family's conditional support should not prevent her from participating in the supported work program. Both clients were able to negotiate crossing the 2-lane street with no traffic light in front of the work site. All things considered, Susan found Fred to be more suitable based on this cluster of factors.

- Having completed her analysis, Susan recommended that Fred be placed in the window washing position at Maintenance Systems. In the rationale section at the end of the Client-to-Job Matching Form, she recorded the reasons for her decision, citing the clients' strong and weak points as stated above.

Summary

After all is said and done, objective measures must be mitigated with professional judgment when performing client-to-job matching. As is true in so many circumstances, numbers alone do not tell the whole story. It is quite possible for an extremely high scoring client to be unsuited for a given placement because he/she would be under challenged by the job. Another way of saying this is that the client would be "overqualified" for the position. It is also possible for a person to have a very strong score on "Total Score/All Factors," yet to have a much lower score relative to other clients on "Total Critical Score/All Factors." Here professional judgment must come into play. In any event, the job coach must ask: "Is this client suited for this particular job, or should he/she be considered for another position?" Perhaps, after thoroughly analyzing the client's profile, the findings will suggest

another job for the client or maybe the job coach will be inspired to develop a job that will match that client's personalized job requirements.

Client-to-Job Matching Form

Company _____ Job Title _____

Recorder _____ Date of Analysis _____

Clients' Names 1. _____ 3. _____

2. _____ 4. _____

* Enter the numerical scores for job factors from the Job Analysis Form in Column A. Circle scores for critical factors in Column A.

** Enter clients' factor scores from Client Analysis Forms in column B. Circle clients' scores for each critical factor in Column B.

Job Related Factors	Job Factor Scores from Job Analysis Form (Column A)	Client's Scores from Client Profile Section of Client Analysis Form (Column B)			
		(Client #1)	(Client #2)	(Client #3)	(Client #4)
1. **Personal Requirements**					
Personal Appearance					
Behavior					
Communication					
Attention					
Change in Routine/Task					
Interactions					
Subtotal Scores (All Scores in #1)					
Critical Subtotal (Circled Scores)					
2. **Time/Travel Factors**					
Work Schedule					
Time Telling					
Orientation to Work Space					
Mobility					
Subtotal Scores (All Scores in #2)					
Critical Subtotal (Circled Scores)					
3. **Work Tolerance**					
Endurance					
Strength					
Subtotal Scores (All Scores in #3)					
Critical Subtotal (Circled Scores)					

4. **Performance Skills**

Initiation of Work					
Task Sequencing					
Discrimination					
Work Speed					
Subtotal Scores (All Scores in #4)					
Critical Subtotal (Circled Scores)					

5. **Academic Skills**

	Job Analysis Scores	(Client #1)	(Client #2)	(Client #3)	(Client #4)
Reading					
Math					
Money Skills					
Writing					
Subtotal Scores (All Scores in #5)					
Critical Subtotal (Circled Scores)					

6. **Other Relevant Factors**

Reinforcement					
Family Support of Client Working					
Street Crossing Skills (See Client Analysis)					
Subtotal Scores (All Scores in #6)					
Critical Subtotal (Circled Scores)					

7. **Analysis**

Total Score (Add Subtotals)

	Job Analysis Scores	(Client #1)	(Client #2)	(Client #3)	(Client #4)
Personal Requirements					
Time/Travel Factors					
Work Tolerance					
Performance Skills					
Academic/Skills					
Other Relevant Factors					
TOTAL SCORE/ ALL FACTORS					

Critical Score Total (Add Subtotals/Circled Scores)

Personal Requirements					
Time/Travel Factors					
Work Tolerance					
Performance Skills					
Academic/Skills					
Other Relevant Factors					
TOTAL CRITICAL SCORE/ ALL FACTORS					

RESULTS OF MATCHING

* List clients' names from highest scoring (most compatible=1) to lowest scoring (least compatible=4).

	Match Based on Total Score	Match Based on Total Critical Score
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

RECOMMENDATION FOR PLACEMENT

CLIENT'S NAME _____

RATIONALE FOR RECOMMENDATION:

Client-to-Job Matching Form

Company Maintenance Systems Job Title Window Washer

Recorder Susan Thompson Date of Analysis 5-29-87

Clients' Names 1. Fred Jones 3. _____

2. Mary White 4. _____

* Enter the numerical scores for job factors from the Job Analysis Form in Column A. Circle scores for critical factors in Column A.

** Enter clients' factor scores from Client Analysis Forms in column B. Circle clients' scores for each critical factor in Column B.

Job Related Factors	Job Factor Scores from Job Analysis Form (Column A)	Client's Scores from Client Profile Section of Client Analysis Form (Column B) (Client #1)	(Client #2)	(Client #3)	(Client #4)
1. Personal Requirements					
Personal Appearance	1	2	3		
Behavior	1	1	0		
Communication	1	2	3		
Attention	(2)	(3)	(1)		
Change in Routine/Task	(2)	(2)	(0)		
Interactions	1	2	0		
Subtotal Scores (All Scores in #1)	8	12	7		
Critical Subtotal (Circled Scores)	4	5	1		
2. Time/Travel Factors					
Work Schedule	(3)	(3)	(2)		
Time Telling	(3)	(2)	(3)		
Orientation to Work Space	(2)	(2)	(0)		
Mobility	(2)	(3)	(3)		
Subtotal Scores (All Scores in #2)	10	10	8		
Critical Subtotal (Circled Scores)	10	10	8		
3. Work Tolerance					
Endurance	(3)	(2)	(0)		
Strength	2	2	3		
Subtotal Scores (All Scores in #3)	5	4	0		
Critical Subtotal (Circled Scores)	3	2	3		

4. **Performance Skills**

Initiation of Work	2	2	1		
Task Sequencing	(2)	(2)	(3)		
Discrimination	(2)	(2)	(2)		
Work Speed	1	1	0		
Subtotal Scores (All Scores in #4)	7	7	6		
Critical Subtotal (Circled Scores)	4	4	5		

5. **Academic Skills**

	Job Analysis Scores	(Client #1)	(Client #2)	(Client #3)	(Client #4)
Reading	1	1	3		
Math	(1)	(1)	(3)		
Money Skills	(3)	(3)	(5)		
Writing	0	3	4		
Subtotal Scores (All Scores in #5)	5	8	15		
Critical Subtotal (Circled Scores)	4	4	8		

6. **Other Relevant Factors**

Reinforcement	1	1	0		
Family Support of Client Working		3	2		
Street Crossing Skills (See Client Analysis)		2	3		
Subtotal Scores (All Scores in #6)	1	6	5		
Critical Subtotal (Circled Scores)	0	0	0		

7. **ANALYSIS**

Total Score (Add Subtotals)

	Job Analysis Scores	(Client #1)	(Client #2)	(Client #3)	(Client #4)
Personal Requirements	8	12	7		
Time/Travel Factors	10	10	8		
Work Tolerance	5	4	0		
Performance Skills	7	7	6		
Academic/Skills	5	8	15		
Other Relevant Factors	1	6	5		
TOTAL SCORE/ ALL FACTORS	36	47	41		

Critical Score Total (Add Subtotals/Circled Scores)

Personal Requirements	4	5	1		
Time/Travel Factors	10	10	8		
Work Tolerance	3	2	3		
Performance Skills	4	4	5		
Academic/Skills	4	4	8		
Other Relevant Factors	0	0	0		
TOTAL CRITICAL SCORE/ ALL FACTORS	25	25	25		

RESULTS OF MATCHING

* List clients' names from highest scoring (most compatible=1) to lowest scoring (least compatible=4).

	Match Based on Total Score	Match Based on Total Critical Score
1.	Fred Jones	Same score/both clients
2.	Mary White	See rationale below
3.		
4.		

RECOMMENDATION FOR PLACEMENT

CLIENT'S NAME Fred Jones

RATIONALE FOR RECOMMENDATION:

1. Personal Requirements: F. Jones met/exceeded both critical criteria. M. White did not meet critical requirements.
2. Time/Travel Factors: F. Jones met/exceeded all requirements except time telling. He compensates by using a digital watch. M. White did not meet critical criteria.
3. Work Tolerance: Neither client has experience working 8 hr. days. F. Jones has worked 4 hr. days without tiring/breaks. M. White works less than 2 hrs. Both clients have adequate strength.
4. Performance Skills: Both clients met/exceeded critical requirements. F. Jones has better work speed & initiative than M. White.
5. Academic Skills: Both clients met/exceeded requirements with M. White having clearly higher academic skills (not important for this job!)
6. Other Relevant Factors: Both families are supportive. Both clients can manage necessary street crossing. F. Jones has easily managed reinforcement needs. M. White's constant need for reinforcement will be difficult or impossible to manage on this job site.

*On 5 of 6 clusters F. Jones appeared to be the better match for the window washing position.

Chapter 6

On-the-Job Training

Definitions and Scope

As previously stated, on-the-job training may be defined as direct instruction to the client in performing the job duties within the work environment during work hours. The job coach plays an extremely important role in the training process, using task analysis skills and knowledge of the client's learning style to teach the client to perform job duties. During this training period, in accordance with U.S. Department of Labor regulations, the client is paid for working.

On-the-job training occurs after the client has been interviewed and hired by the employer. The job interview has been included in this chapter because it is work site based and includes the client, the job coach, and the employer. The job interview is defined as a meeting between the client and the employer with the job coach in attendance during which the following occurs:

- The client and employer introduce themselves and meet, probably for the first time.
- The employer:
  * describes job duties and expectations to the prospective employee.
  * questions the job applicant about work experience and other job related matters.
  * outlines job benefits and company policies.
  * formulates impressions about the applicant's suitability for the job.
- The prospective employee:
  * explains as fully as possible his/her job qualifications and training/work experience.
  * has the opportunity to ask questions about job requirements and worker benefits.
  * formulates impressions about the employer and the job.
- The job coach:
  * accompanies the client to the interview if the client is unable to manage alone.
  * interprets difficult or unclear statements for the client and the employer if necessary.
  * assists the client in formulating questions and answers when necessary.
  * acts as an advocate and source of emotional support for the client.
  * avoids unnecessary involvement in the interview process, allowing the client to be as independent as possible.

Sometimes the employer will offer the job to the applicant during the interview. If other persons are being considered for the job, the employer may choose to delay making a hiring decision until all applicants have been screened. In some businesses, several people are involved in the employment process. There may be a director of personal who initiates paperwork and conducts the first interview as well as one or more layers of supervisors who may conduct their own formal or informal interviews. At any rate, the job coach should be fully aware of the sequence of events during the interview process so that he/she can prepare the client and avoid as many "surprises" as possible. Thorough preparation of the client well in advance of the interview

can serve to reduce both the client's and the job coaches' anxiety and paves the way for a more manageable and pleasant experience.

Guidelines for Job Interviews

The skills that a client needs to participate successfully in a job interview are centered around behavioral and communication factors. These skills are learned over time and cannot be developed to any great extent in the few days preceding the interview. Hopefully, the client has had the benefit of intensive training in interviewing skills while in school or through the resources available at the adult service agency sponsoring the supported employment program.

Job coaches can assist clients in refining interviewing skills by enlisting the help of family members and/or group home personnel, as well as day program personnel as soon as it becomes apparent that clients are being considered for supported employment. These very important people can reinforce the grooming, dressing, and communication skills required for job interviews. They and the job coach should review the following with the client:

- the importance of being physically clean (i.e., body, hair, clothing, shoes)
- appropriate dress for interviews (e.g., more formal clothing for office oriented jobs, less dressy wear for more physical jobs such as kitchen, warehouse, and factory work)
- appropriate verbal and nonverbal communication
  - * firm handshake
  - * straight posture with head up
  - * maintenance of eye contact
  - * appropriate gestures, facial expressions, body language
  - * avoidance of idiosyncratic behavior such as rocking
  - * proper vocal tone
  - * smiling at appropriate time
  - * appropriate language (e.g., "yes" instead of "yeah," no foul language)
  - * topics of discussion suitable during job interviews
  - * review of probable questions to be asked during the interview (i.e., "What experience/training do you have for this job?" "Why do you want this job?" "Why do you want to change jobs?" "What starting salary will you accept?")

Before the interview, the job coach should notify the client, his/her family or group home personnel, and other program personnel of the date, time, and location of the job interview. It is important to be very clear to the client and the caregiver about the style of dress that is appropriate for the interview. At this time, the job coach should ask the client (via the caregiver if necessary) to bring necessary documentation to the interview (i.e., Social Security card, driver's license or picture identification issued by the state motor vehicle administration, names and addresses of persons willing to provide job or character references, schools attended). It is very helpful for the job coach to secure a copy of the job application in advance so that necessary information can be gathered prior to the interview. This saves time in the long run by obviating the need to make additional trips or phone calls to the job site.

Transportation to the interview should be provided by the job coach to avoid confusion about when and where the meeting will take place. Driving together to the interview also allows the coach to spend a few minutes alone with the client before the interview.

During this period, the coach can review what will probably happen, reassure the client, and review the behavior and communication tips listed above.

After arriving at the work site, the job coach should request to be allowed to accompany the client during the interview since this is not usual interviewing procedure. If questioned about this request, the job coach should explain that he/she is the client's representative and that he/she is willing to be helpful to both the client-applicant and the interviewer.

During the interview, the job coach functions as both an advocate and a "translator" for the client. By this time, the coach should have a good comprehension of the client's receptive and expressive language abilities as well as the client's overall cognitive functioning. Some clients are very able to field questions and formulate their own without assistance. Others have a need for the job coach to reformulate complex or abstract questions so that they can answer them. There are clients who have such severe communication problems that the coach will have to provide most or all of the information requested by the interviewer.

During the interview, the job coach advocates for the client by accentuating the client's work related abilities without being untruthful about weaknesses. It should be noted that the coach selected the client for this specific job based on a thorough analysis of the client's worker characteristics (See Client-to-Job Matching, Chapter 5). The rationale for selecting this client above all others for this particular position should provide the job coach with ample reasons that the client should be hired for the position under consideration.

During the interview, the job coach should address benefits available to the employer such as on-the-job training for the client, Targeted Jobs Tax Credits (TJTC), and other employer incentives (See p. 43). From the client's perspective, the job coach should have the interviewer clarify the work schedule, salary and benefits, and other work related matters of interest to applicants.

At the conclusion of the interview, the employer or his/her agent will either offer the job to the client or say that a decision will be made in the near future and to expect a telephone call by a certain date if the client is to be hired. The job coach should request to be notified first so that he/she can be supportive of the client in the event that he/she is or not hired for the job.

Sometimes an employer is willing to give a supported employment client a "trial period" on the job. This kind of arrangement should have a definite time limitation (i.e., two weeks, one month) to enable both the client and the employer to know when the client will be reviewed so that the decision can be made to either end the employment or to consider the client a permanent employee. This arrangement has positive aspects, removing some of the finality for the employer and buffering anxiety and fear of failure for the client. Many long-term employment arrangements have begun as trial periods.

As soon as the client is offered a job, the job coach should determine the starting date for employment, complete paperwork for employer incentive programs prior to the start date, and arrange for transportation to and from work for the client. Significant persons in the client's life such as parents/guardians, group home and day program personnel must be informed immediately of all arrangements.

Client Training

The job interview is the first intensive "joint adventure" for the job coach and the supported employment client. Many more will follow as the job coach and the client work together as a team in the on-the-job training process. The relationship between trainer and trainee is complex and dynamic. Initially, the coach must commit large blocks of time to training the client and to meet the commitment to the employer that the job will be done in an acceptable manner during the training period. There are no hard and fast time schedules for

training because clients vary so much in their ability to perform work, communicate, and adapt to new situations and people. Some individuals need very little personalized attention from the job coach, whereas others require full-time training and attention for the first month or two of employment.

Responsibilities of the Job Coach

At first glance, job coaching the new employee is impossibly complex. Breaking down job responsibilities into manageable segments works as well for job coaches as it does for clients. By "starting at the top" and working onward from there, the task of job coaching takes on manageable proportions. The first question that the job coach should ask of him/herself is: "Can the client manage transportation and mobility to and from work?" If the answer is anything but an unqualified "yes," the coach should begin by training the client to cross the streets he/she must travel to get to and from work. If the client must use public transportation to get to work and is unable to do so, the job coach must provide appropriate training to make it possible. It is best to begin transportation training before the starting date for the job to assure that the client will have the skills necessary to travel to and from work independently.

Proper grooming and dress for work pose a problem for many clients in supported work programs. One may be tempted to say that this should not be a concern for the job coach, rather the client's caregivers should assume full responsibility for these matters. In many cases, caregivers have been unsuccessful throughout years of trying to instill good dress and grooming habits and have given up long before the client entered the supported work program. Hopefully, if dress and hygiene are critical factors for a given job, a client with matching qualifications will be placed in that job. However, there are individuals who have the ability to work in jobs requiring a minimum of personal hygiene and grooming who need assistance to maintain even minimum standards. Family members and group home personnel should be enlisted to monitor the client's progress in personal care areas.

Such simple matters as selecting the correct change for vending machines and pushing the right buttons to obtain a soda or snack at the work site must be addressed by job coaches. The same can be said for purchasing lunch from a restaurant or snack bar during the work day and developing the social skills to enjoy the snack or meal with coworkers. The inability to manage such seemingly insignificant skills can pose insurmountable difficulties for a disabled person at a job site. Training can be designed for these areas using the task analysis approach with reinforcement that will be discussed later in this chapter.

Persons with poor ability to relate with other people tend to have many conflicts at work. Clients may have excellent ability to perform job tasks but be sadly lacking in their ability to take direction from superiors and/or peacefully coexist with fellow workers. Regardless of their cognitive and skill functioning levels, these persons must be considered to be at serious risk of losing their jobs. Training for these persons must address their interpersonal relationships as well as acceptable and unacceptable behaviors. See the section on intervention strategies in Chapter 7 for further discussion.

Finally, the job coach is responsible for training the client to perform job skills, the most obvious of all areas of training. During the job analysis phase described in Chapter 4, the specific increments of work were examined via task analysis. This analysis of the specific increments of work is the basis for the more detailed task analysis that constitutes the major teaching tool for the job coach. This instructional plan includes every demand placed upon the worker from the use of tools and equipment to communication skills necessary for daily functioning in the position. An in-depth discussion of the training task analysis and techniques for imple-

menting it may be found later in this chapter.

Just as the job coach is responsible for instructing the client in the performance of work, the coach must also teach the client to become an independent worker capable of performing job duties in an acceptable fashion without assistance. This sounds like a contradiction in terms but it is not. As the client adjusts to the new environment and its demands, he/she will develop performance and coping skills. In this way, the client requires less attention from the job coach. At the same time, the job coach gradually moves away from initiating, prompting, and reinforcing work related behaviors as the client masters them. This moving back and placing more responsibility in the hands of the worker is called fading.

Clients in supported work programs have many things to learn about the job, the environment, themselves, and other people. For many disabled people, the work site is the first place where they have been able to assume an adult role among nondisabled peers. To truly function as adults, they must be taught to take care of their own needs, fend for themselves in a nonsheltered environment, learn when and how to ask for help while retaining their dignity, and to be their own advocates to whatever degree all of this is possible. This involves another more subtle kind of fading on the part of the job coach. When the disabled person learns to ask about a raise, to call his/her own taxi, to arrange vacation time independently, or to make a complaint about legitimate wrong, the job coach should applaud and encourage the initiative and let the client take on more and more responsibilities. The rule of thumb for the job coach should be: The better the client functions independently and the less the job coach is needed, the better the job coaching and all the better for the client. In short, a job coach should work toward the goal of not being needed.

Initial Training Period

One might characterize the initial training period as "best of times and the worst of times." It is best of times because never again will the job coach have such a high degree of control over the job site and the client's performance and behavior. It is the worst of times because the intensity of the coaches' work takes a toll on one's patience and energy. First the coach must learn the job well enough to perform it to the employer's satisfaction. It is best to learn job duties before the client's first day on the job. This type of planning reduces the stress on the job coach, now a learner and not a teacher and avoids the obvious pitfalls inherent in having the client observe the coach performing the job incorrectly. Proficient workers at the job site are generally the best teachers for the job coach. They are usually happy to share job shortcuts and helpful hints. It is wise to review the job analysis at this point and to prepare a very detailed task analysis of the job including time periods for the completion of each increment of work, listing tools and supplies needed for each step, and techniques to be used to accomplish each task in the sequence.

Initially, the coach assumes the bulk of the work while the client learns by increments defined by the steps in the training task analysis. This process can be very time consuming when clients are significantly handicapped. Many clients can manage only one or two steps of the task analysis at a time. It is up to the job coach to determine how many duties to assign to the new worker without overburdening and discouraging him/her while maintaining an atmosphere of stimulation and challenge. Also, if the task analysis seems to be inadequate or has "bugs" in it, it should be revised to fit the client's needs. A faulty teaching tool may cause more problems than it resolves.

Training Process

Before training takes place, the job coach must prepare a thorough task analysis of all activities that will be required of the client during the work day. Refer to section 8 on p. 59-60 of the Job Analysis Form for the general areas to be covered in the task analysis. Several Task Analysis Record forms will be needed to adequately cover every step in the task analysis of duties occurring during the work day. For instance, on p. 59 of the Job Analysis Form, the first duty in (1) Work Area is for the worker to sign in. The task sequence listed below the "Duties" section is global in scope and will not suffice as a training tool. A meaningful task analysis for training purposes is far more detailed and defines each behavioral increment required of a person who is performing the act of signing in.

Susan Thompson, the job coach charged with training Fred Jones, completed a Task Analysis Record on the initial duty, signing in. The completed form may be found on p. 127. Susan began by entering the basic data of her name, Fred's name, the work site (Maintenance Systems), the instructional cue for the task analysis ("Sign in"), the beginning instructional step (#1, the first duty from the job analysis), and the position title (Window Washer). Under Task Analysis Steps, Susan listed sequentially each behavior related to signing in, numbering each step in the sequence as follows:

1. Go to sign-in desk.
2. Find time card rack.
3. Select time card labelled "Fred Jones."
4. Locate punch operated time clock.
5. Place time card in time clock slot.
6. Align arrow on time clock with "time in" on card.
7. Push card into slot to stamp time.
8. Remove time card from slot.
9. Place time card in time card rack.

With this degree of detail, it is possible to readily pinpoint performance breakdowns and plan a training routine for signing in. The next two duties, "Dresses for work" and "Collects tools/-supplies," are rather straightforward and are simple to analyze and record on the Task Analysis Record form. Therefore, the more complex task of washing windows will be analyzed for the sake of illustrating the recording of a more complicated series of behaviors.

Susan completed another Task Analysis Record for the duty "Washes windows." She was careful to complete the identifying data at the top of the form. For "Instruction Begins on Step ( )," Susan entered a 2 in the box to indicate that window washing is the second activity identified by the Job Analysis Form, p. 59. Under Task Analysis Steps on the Task Analysis Record, p. 128, she began with the very first step in the window washing routine and proceeded through each increment of the task. The steps are as follows:

1. Dip applicator into bucket of window washing solution.
2. Tap applicator on inside of bucket to remove excess.
3. Wipe window with applicator top to bottom, left to right covering entire window.
4. Place applicator on cart.
5. Select squeegee.
6. Wipe window with squeegee to bottom beginning at top left edge.
7. Dry squeegee with cloth after top to bottom wipe.
8. Wipe window with squeegee top to bottom starting at dry/wet seam.
9. Repeat steps 7-8 to right bottom ledge of window
10. Move in right hand direction to next window.
11. Repeat steps 1-10, washing all windows.

It is important to list every step involved in the procedure being analyzed, regardless of its seemingly simplicity because all events must follow sequentially for the task to be accomplished correctly. A very minor lapse in following the task sequence is frequently the

reason for the client's failure to work accurately. Please note that this analysis presumes that the worker is right-handed because the progress of work is from left to right. The progression should be arranged from right to left to accommodate left-handers.

Performance Recording

Performance recording is conducted to determine the accuracy of the client's work as defined by the task analysis and to guide the job coach in training the client. In essence, these are two separate functions: (1) assessment of the client's independent task function by the job coach, and (2) skill training with the job coach and the client working together in a structured manner.

To the right of the task analytic steps on the Task Analysis Record, the letters "P" for probe and "T" for train are printed on the diagonal across the form. Probe date is observational in nature and is recorded in a binary manner. The job coach observes the client performing the task sequence defined on the Task Analysis Record and codes plus (+) for steps completed correctly and minus (-) for those performed incorrectly. This is strictly observational data and requires the client to work independently through the task sequence without prompting or reinforcement. This data serves to alert the job coach to segments of the work sequence that have been mastered as well as to those that require training. Probe data should be collected at the very beginning of the client's work experience after he/she has observed the job coach performing the task and worked along with the coach. Thereafter, it is best to collect probe data once per week at the beginning of a training session so that errors can be promptly corrected with training. When the client achieves 100% accuracy (all +'s) on all task analytic steps during three consecutive probes, he/she is said to have mastered the task. Periodic probe rechecks should be conducted once a week throughout the period of supported employment so that performance can be documented and errors may be readily corrected. Probe data is easy to collect, so several tasks can be observed and recorded in a single day.

- Probe data form entry - Susan was satisfied that her client, Fred, had mastered signing in, changing into his work clothes, and filling his supply cart with supplies. She had collected probe data, followed up with training, and documented three perfect probe sessions for each set of tasks. She had also collected probe data on step #4 for the job analysis on window washing. In preparation, Susan circled "P" for probe above the first recording column and entered the day's date, 6/1. See p. 128 for the Task Analysis Record.

- Susan's ground rules for probe data recording (window washing task)

  * Attach the Task Analysis Record to a clipboard, having carefully recorded all task analytic steps on the form.

  * Use a pencil with an eraser tip for entering data.

  * Direct Fred to the window washing area.

  * Stand a few feet from Fred so that he may be observed without interfering with his work.

  * Refrain from prompting, cuing, or reinforcing Fred during the probe period.

  * Record + (plus) for each step of the task analysis that Fred accomplishes correctly and - (minus) for each incorrect step.

  * If Fred makes a mistake, allow him to complete step #10, then stop him and begin the training session. If he performs steps 1-

10 correctly, allow him to continue through step #11, washing all windows by himself.

- Susan's probe data entries - Fred achieved task analytic step #1 correctly, therefore, Susan entered + (plus) in the first column. He performed step #2 incorrectly, so Susan entered - (minus) in the column. Fred performed item #3 correctly and Susan entered +. For each step, Susan entered either + or -. See p. 128. Because Fred made errors, Susan stopped him at step #10 and began training Fred for the task. Later, in the office, she totalled the number of correct steps and entered them at the bottom of the 6/1 probe column. She calculated the percentage of correct steps by dividing the total number of correct steps (4) by the total number of steps in the task (10) and converting the decimal to a percent. Formula for percent of correct steps:

$$\frac{\text{total number correct}}{\text{total number of steps in a task}} \times 100 = \text{Percent Correct Steps}$$

Using this formula, Susan found: $\frac{4}{10} \times 100 = .4$ **or 40% Correct Steps**

- Reinforcing desired behaviors - Reinforcers may be defined as consequences following a behavior that maintain or increase the likelihood that the behavior will occur again. Individuals vary in their need for reinforcement. Some persons respond well to natural reinforcers, those which occur naturally in the environment. In the case of work, natural reinforcers are social such as praise and smiles given by supervisors/co-workers, or paychecks, bonuses, additional time off, promotions, pay raises, and the like. Except for praise and smiles, which may be given frequently depending on the circumstances of a work site, most natural reinforcers occur rather infrequently. This implies that, in order to find certain natural reinforcers satisfying, a person must be able to defer gratification, a difficulty for some disabled persons. In any event, natural reinforcers such as praise for a job well done should be used to motivate clients before moving to unnatural reinforcers such as a free soda at break time, "special time" with the job coach, checklists, points, candy, and so on. If one must resort to artificial means to improve work performance, the final pages of the Client Analysis Form contain information that will prove useful in determining effective reinforcers.

If one begins by reinforcing desirable behavior at fixed intervals (e.g., once every fourth time behavior occurs) using social reinforcers as the first choice, the rate of behavior may be maintained or increased. Once behavior is learned, it should be reinforced intermittently with increasingly more positive behavior per reinforcer (e.g., reinforce after two correct performances, then after three correct performances, four, five, six, and so on). In this way, reinforcement can be faded or decreased to allow the client to function independently of the job coach. Co-workers and supervisors can be taught to periodically mete out positive remarks that directly relate to work behaviors (e.g., "Fred, you did a lot of windows

today!" Nice job of straightening up the time cards, Fred!) so that a source of social reinforcement will remain after the intensive initial training period when the job coach must fade and reduce visits to the job site.

- Training data form entry - As mentioned above, two types of data may be entered on the Task Analysis Record. The first, probe data, was discussed earlier. The second type of recording is directly related to skill training. This data is collected and recorded while the job coach works with the trainee and teaches correct task performance. To indicate that this data was collected during a training session, Susan circled "T" in the second column and entered the day's date, 6/1 on the Task Analysis Record, p. 128.

  In training, it is important for the job coach to have methods for guiding the client through the task he/she is attempting to perform. The idea is to foster as much independent functioning as possible while reducing the probability that the client will learn the task incorrectly. Using a series of prompts in a very structured way has been shown to be an effective way of achieving this.

  Correct training performance is recorded in much the same way as correct probe performance. If the client performs a step of the task analysis correctly, a plus (+) is entered in the column to the right. However, if the client makes an error or omits a step, the job coach uses the following series of prompts to instruct the client. It should be noted that prompts have been listed from least to most invasive.

  * Verbal prompt - Verbal prompts are coded "V" on the Task Analysis Record. When used alone, this is the most abstract and least invasive of all prompts and involves an oral direction such as: "Dip the applicator," "Wipe the squeegee," or "Push the cart." It is a rule of thumb that verbal prompts should always be used in combination with the more concrete prompts described below.

  * Modeling prompt - Coded as "M," this is really an example of demonstration method in which the job coach physically performs or mimes the task step for the trainee. This second degree prompt is to be used when a verbal prompt alone has not produced the desired behavior. A verbal cue or instruction should always be combined with a modeling prompt.

  * Physical prompt - Physical prompts are coded "P." This is the most intrusive level of prompt in which the job coach physically guides the trainee's body to perform a task. The physical prompt is used in combination with a verbal prompt only after both lesser prompts (e.g., simple verbal prompt, modeling prompt combined with verbal instruction) have failed to produce the desired behavior.

- Ground rules for recording training data (window washing task)

  * Attach the Task Analysis Record to a clipboard, having carefully recorded all task analytic steps on the form.

  * Use a pencil with an eraser tip for entering data.

  * Direct Fred to the window washing area.

  * Stand beside or behind Fred in close enough proximity to help if needed without getting in his way as he works.

  * Tell Fred the instructional cue at

the top of the Task Analysis Record: "Wash the windows."

* Wait approximately 5 seconds for Fred to begin step #1 of the task analysis.

* If he performs step #1 correctly, code "+" in the second column of the Task Analysis Record and proceed to step #2.

* If Fred does not begin the task or makes a performance error, give a verbal prompt to direct him to step #1 such as: "Dip the applicator in the bucket."

* If Fred performs step #1 correctly after the verbal prompt, record "V" in the column beside step #1 and proceed to step #2.

* If Fred does not respond to the verbal prompt or makes a mistake after the verbal direction, demonstrate (modeling prompt) what should be done while giving the verbal prompt: "Dip the applicator in the bucket."

* If Fred performs step #1 correctly after the modeling prompt, enter "M" in the column beside step #1 and move to step #2.

* If Fred does not respond to the modeling prompt or makes a performance error, physically guide him to complete step #1 (physical prompt) while giving the verbal prompt as above.

* Record "P" for physical prompt in the column by step #1 and move to step #2.

* Repeat this process for each step in the task analysis until all steps have been completed.

- Susan's training data entries with praise given once for every two correct responses. See results entered on Task Analysis Record on p. 128.

* Fred completed step #1 of the task analysis correctly, so Susan recorded "+" in the second column of the Task Analysis Record.

* Fred omitted step #2, so Susan verbally prompted him to tap the applicator. He then performed the step correctly and Susan entered "V" in the column by step #2. Reinforcement: "That's the way to tap the applicator!"

* Fred accomplished step #3 correctly. Susan entered "+" in the column by step #3.

* Fred appeared confused and did not respond within 5 seconds, so Susan verbally cued him by saying, "Put the applicator on the cart." He responded correctly and Susan entered "V." Reinforcement: "Fred, you found a good place for the applicator."

* Fred accomplished step #5 correctly. A "+" was recorded.

* Fred began step #6 from right to left. Susan verbally prompted him to begin at the left. Fred responded correctly and Susan entered "V." Reinforcement: "That's a great place to start, Fred."

* Fred did not respond after 5 seconds at step #7. Susan verbally prompted him to dry the squeegee. He said that he did not understand what to do, so Susan modeled wiping the squeegee while saying, "Dry the squeegee." Fred was then able to perform the step. An "M" was entered.

* Fred placed the squeegee too far from the first dry section. Susan gave a verbal prompt to begin at

the dry/wet seam. Fred again erred. Susan modeled placing the squeegee on the seam and gave the verbal prompt. Fred made another mistake. Susan then held Fred's hand while he held the squeegee and physically assisted him in placing the squeegee correctly and gave the verbal prompt. Fred accomplished the rest of the step independently after the physical prompt. A "P" was recorded. Reinforcement: "Fred, you did fine on your own after a little help."

* Fred required verbal prompts to accomplish step #9. A "V" was coded.

* Fred did not move to the next window. Given a verbal prompt, he moved in the wrong direction. Susan motioned to the right and verbally prompted him to move to the next window to the right. Fred responded and a "V" was recorded. Reinforcer: "You found the right spot, Fred."

- Production rate concerns - Work rate should be addressed only after the client has mastered several task analysis steps and can perform them independently. At this point, the job coach may assist the client to work more rapidly and, hopefully, meet production norms for nondisabled workers. This is not possible for all disabled persons, but rate of production should be given careful consideration even with severely disabled clients. Most employers have already determined acceptable production rates for their workers. If this information is not available for a particular position, the job coach can derive average rate of production by observing several nondisabled workers performing the task in question for several days and calculating their mean productivity.

Poor skill development is not the only cause of low productivity. Persons who are easily distracted and those with other attention disorders as well as people who are poorly motivated to work also tend to have low productivity rates. Possible interventions for distractible workers include placement in a quiet, orderly work place with social reinforcement of on-task behaviors, placement in a high interest job, and seeking medical intervention (including medication, if recommended) to extend attention span. Motivation problems are often successfully addressed through the use of carefully selected reinforcers. Another seldom mentioned difficulty is the tendency of some disabled workers to lack awareness of how fast or slow they are working. Self-awareness as well as work speed can be improved by coupling reinforcement with work speed by developing a program in which the worker must work progressively faster to earn a reinforcer. Timers, buzzers, metronomes and a plethora of gadgets have been used to increase work rate. A less mechanical but effective method is to pair a slow working client with a highly motivated but patient nondisabled co-worker with the expectation that the client will pattern the efficient worker's production rate. Having the client discuss his/her work speed before and after working and charting production rates is a subjective method that may be used with more cognitively able clients. With work rate training as with skill training, the job coach must gradually fade prompts and unnatural reinforcers.

Periodic checks should be made to assure that the client's productivity does not slip and jeopardize job tenure. This may be done after the initial training period when the job coach returns for weekly or more frequent visits to the job site to collect probe data and talk with the client and the employer. When the job coach pinpoints a drop in produc-

tivity, measures like those listed above should be taken to boost the client's work rate. Work rate is recorded on the Production Rate Record found on p. 129.

- Production rate form entry - This is a very simple, straightforward form used to compile information relating to work speed. The following data is entered at the top of the form:

  * Client's name (Fred Jones) and time period during which data was collected (June/July 1987)

  * Task (window washing)

  * Production standard for nondisabled workers (may be derived as stated above or may be available from the employer; in this case, 5 units in 10 minutes)

  * Method of increasing work rate (See above. In this case, the social reinforcer of praise was used with the client working faster to receive the reinforcer.)

  * Production rate formula to yield a productivity percentile (Compute to yield data for last column, "Client Production Rate"):

$$\frac{\text{Number of units completed by client within given time period}}{\text{Production standard for nondisabled workers within same time period (see above)}} \text{ (last column of form)} \times 100$$

Column entries:

* Date (date of observation)

* Start time (time client began work)

* End time (time client finished work)

* Total time worked (difference between start and end times; in this case, 10 minutes)

* Units completed (number of times task was completed)

* Client's production rate (list percentile derived by using the production rate formula shown above)

- Susan's production rate form entries - After Fred has mastered most of the steps in the window washing task, Susan began evaluating his rate of production using her digital watch and the Production Rate Record. The form (Production Rate Record) that Susan completed may be found on p. 130. Note that she recorded a number of observations over many days and during different times of the day. On some days, she rated Fred's productivity twice. The time interval for observations was always 10 minutes because the production standard was calibrated to 10 minute intervals. Note that Fred progressed very steadily to the point where he was as productive as his nondisabled peers. After three consecutive observations of optimal production, Susan decided that Fred's rate of work, skill development in window washing, and social-emotional adaptation to the work site warranted that she begin fading or slowly removing herself from the work site.

Fading of Training

The term fading is a very graphic word that aptly describes the gradual distancing of the job coach from the client who has demonstrated readiness to function productivity and independently at the job site. Fading is not

accomplished all at once, but is a lengthy process requiring weeks or even several months. In the initial stages of fading, the job coach physically moves a few feet away from the client, increasing the distance over a period of time. The client's progress is the barometer of how fast or how slow fading should take place. If the client appears to become very anxious or has a "lapse" in skill mastery or production rate, the job coach will have to reestablish proximity to the worker, correct the presenting problem, and resume fading at a less threatening pace. Eventually, the job coach should be able to sit at the other end of the work area and do paper work, make phone calls, and step out of the work area for increasingly long periods of time. Ultimately, the worker will work independently and be visited periodically by the job coach. This does not imply that the job coach becomes less interested in the client. Rather, this signals a new chapter in the supported employment process in which the client is the sole performer of the job and the job coach is the client's advocate and overseer, visiting the job site one or more times per week, observing the client at work, assessing task accomplishment and work rate, speaking with the client, supervisors and coworkers about the client's progress and adjustment, and attending to the client's various work related needs and concerns.

Other dynamics must be developed during fading. To foster a feeling of belonging with nondisabled coworkers, the job coach should enlist the help of a willing co-worker to be a lunchtime and break buddy for the client. In this way, the client will not be isolated during the important social periods of the work day. Also, it is important to help the client become more and more aware of and responsive to the supervisor's leadership and authority throughout the fading period.

Client Performance Breakdown

For a very few clients in supported employment programs, progress on the job is continuous and unbroken by setbacks. However, the vast majority seem to have many ups and downs as they strive to retain their jobs and function as independent adults. Client performance difficulties are addressed in this section through a case study of Fred Jones, the hypothetical client discussed throughout this publication. In the first scenario, Fred is presented as having an unsuccessful work experience. The second illustration shows Fred overcoming his difficulties and succeeding on the job. It is the aim of these examples to show that by developing an awareness of the human dynamics of the client's work (and life) situation in combination with a thorough understanding of the client's total functioning ability, the job coach can plan and execute interventions to help the client overcome problems that could prove disastrous to job tenure if left unattended.

- Case history of Fred Jones, window washer - Fred Jones is a young man twenty-two years of age with moderate mental retardation who completed an ungraded special education program in the public school system. He attended school until the age of twenty-one and participated in the special education work study program through which he had several community-based work experiences. These were volunteer jobs and were unpaid. His experience was mainly custodial because Fred expressed a strong interest in this type of work. Shortly after graduation, Fred's family found him a part-time custodial job with a cleaning service. Reports indicate that he worked successfully, but that he was terminated when the company changed hands and part-time positions were eliminated. Fred was referred to the supported employment program by his Division of Vocational Rehabilitation (DVR) counselor after he lost his part-time job. DVR funded general

medical, psychological, and vocational evaluations and based the recommendation for supported employment upon the resultant findings, interviews with Fred, his family, former teachers, work study coordinators, and his previous employer.

There is nothing particularly remarkable about Fred. He is a quiet, pleasant young man who appears to want to work. His speech is unclear because of articulation problems that have not totally responded to years of speech and language therapy. His academic skills in all areas are at about the third grade level. Fred has never had significant physical or emotional problems, although his mother reports that he has been depressed about not working. Fred's parents are supportive of his working and want him to have full-time employment with benefits. He lives at home and there are no plans for him to move to a group home or a supervised apartment.

- Possible points of breakdown - There are many external factors that could cause a client to fail to meet with success on the job. These will be discussed at the end of this section. There are also conditions within an individual that could be at the root of poor work progress. The first of these is less than adequate skill performance. If this is deemed to be the reason that the client is having difficulty, the job coach should reexamine the task analysis and review the client's completed Task Analysis Record forms to chart his/her task performance progress during training and follow-up. It is possible that the client may need additional training or that the training should be restructured to better suit the client's learning style. Often the supervisor and coworkers can provide valuable information on why the client is not developing the work speed or accuracy required by the job.

  A client may fail to thrive on the job because of cognitive functioning difficulties. This may be particularly evident in work situations where the client must make many decisions and judgments and he/she lacks the innate ability to respond correctly. Cognitive functioning problems can also interfere with a client's progress in work situations that are continuously changing because of technological advances (e.g., addition of programmable equipment, computers). In general, constant change and intellectual challenge may pose insurmountable difficulties for persons who are mentally retarded or learning disabled. Painstaking care in matching the client to the job as previously discussed in this publication will significantly reduce the probability that the client will be placed in an environment in which he is unable to succeed because of cognitive factors.

  Finally, affective factors could be involved in a client's lack of progress at work. Such problems as poor self-concept, feelings of helplessness, low motivation, depression, inability to take direction from superiors, inability to peacefully coexist with co-workers, emotional outbursts, and bizarre behavior can impede a client from being a successful worker. Even if care was taken to place the client in an understanding environment, it is possible for emotional problems to surface after placement. Interventions will be discussed in Chapter 7.

- An unsuccessful training experience - It is vital for job coaches to understand the training process not just from the vantage of productivity but as a unique relationship between mentor (job coach) and mentee (client). Let us build a training experience around the

hypothetical client, Fred the window washer, in which he was unsuccessful. Fred's first job coach, Betty, had problems dealing with Fred from the outset. She wanted very much to help him to learn job duties and tended to "mother" him by doing things for him that he could do for himself, given enough time to accomplish them. Eventually, Fred would sit back and let Betty take care of things. Betty interpreted Fred's lack of involvement in the learning process as laziness. To compound problems, when Betty was trying to fade and allow Fred to take over the total window washing task, Fred began to have a serious performance problem. He began to skip windows, leaving several unwashed. The supervisor called Betty's attention to the problem. Betty's reaction was that Fred, being a very dependent person, was purposely skipping windows so that she would come to his rescue and resume working with him. She interpreted this in somewhat different terms to the supervisor, saying that Fred was having motivational problems and needed artificial reinforcement for washing windows correctly. Betty decided to treat Fred to a soda after work each day that he did not skip any windows. She resumed the training regimen with soda reinforcers and eventually began fading the training. Much to her surprise, Fred began skipping windows again. In exasperation, Betty asked to be relieved of working with Fred, claiming that he had become so dependent that she could not fade training.

The relationship between Betty and Fred was marred from the beginning because Betty unknowingly cued Fred that he was incompetent by doing things for him that he should have done for himself. Also, Betty regarded herself as Fred's caregiver and not as his job coach. The consequence of this was that Fred did not assume responsibility for each step in the window washing task as he learned to perform it independently. He would do segments of the task, sit back, and to "please" Betty, let her finish the work. Fred probably felt that he was doing what Betty wanted and perhaps, at a deeper level, he was.

Betty had made assumptions about the reason for Fred's performance problem based on her perception of their relationship. She looked no deeper into the matter and established an intervention that further involved her relationship with Fred. When sodas with Fred did not produce the desired effect, Betty, feeling rejected and defeated, gave up.

- <u>A successful training experience</u> - Let us now introduce the new job coach, Susan, who has been assigned to work with Fred. Having reviewed all of the reports and records on Fred, she met him and discussed the fact that he was doing a good job on the windows that he was washing, but that he was skipping some. Fred could not explain why he was skipping windows. Susan consulted with Fred's line supervisor and coworkers and found that they like him and thought that he was a very conscientious worker. They felt that Fred was trying his best at his job. At this point, Susan had grave misgivings about the theory that Fred had motivational problems or that he was purposely skipping windows. Susan reviewed the task analysis, practiced washing windows, and resumed training Fred. She discovered that Fred worked with 100% accuracy with minimum social reinforcement while she was moving with him from window to window, but that he began skipping windows when she remained stationary and he moved alone. This indicated to Susan that Fred was having problems perceiving the next

window in the sequence of windows. To remedy the problem, Susan had Fred place a red pen on the ledge of the window he was washing. As he moved along, he would move the pen with him to the next ledge. With this aid, he avoided skipping windows, won praise from his supervisor and coworkers for solving his problem, and was eventually able to give up using a pen to keep his place.

The moral of this story is that faulty relationships between job coaches and clients can fog very important issues and that theories for performance breakdown based on faulty premises can lead to ineffective or even destructive interventions.

Common Causes of Worker Instability

Human situations are dynamic or continuously changing, meaning that one never has total control over all of one's own life circumstances or those of another person; change is the norm and not the exception, and job coaching is indeed a very human situation. The upshot of this logic is that there are an infinite number of reasons why workers lose the ability to work happily and efficiently. However, the following are common causes of worker instability:

- change of supervisor - Invariably, expectations change when the supervisor is replaced. This leads to stress and confusion for nondisabled as well as disabled workers. When the new supervisor comes on board, it is important for the job coach to make an appointment to meet and discuss work related issues as they pertain to the client and the supported employment program. It is of key importance to assume that the new supervisor knows nothing about the client or the program. The job coach should be prepared to answer questions with candor and thoroughness.

- change of coworkers - The social composition of the work situation changes when new coworkers are introduced or when old ones leave. When a favorite co-worker leaves, the client may suffer, having lost a trusted friend. The job coach should be supportive of the client, help him/her grieve the loss, and adjust to the new co-worker. Productivity may be temporarily interrupted during this period, so the coach should arrange to spend more time at the work site and make sure that necessary work is completed. When the client is stabilized, the job coach will systematically fade.

- loss of a friend or family member - Loss can entail either death or departure. For a disabled person with few friends, the death or departure of a friend can be devastating. Even worse is the loss of a family member. The job coach should be sensitive to the importance of these occurrences and help the client maintain production while dealing with grief.

- change in work schedule - A change in work schedule may be minor, such as going to work a few minutes earlier, or major as in a change from day to evening work. In any event, change is difficult for many disabled persons. By discussing the scheduling change and helping the client make plans to adjust to it before it occurs, the job coach can smooth the transition.

- change in work duties - To the disabled worker, a change in work duties may seem like a total job change. The job coach should be aware of potential changes in duties before they occur. It is important for the coach to thoroughly discuss with the client what the changes will entail. Plans should be developed to train the client

for the new duties using the task analysis approach.

- health problems or new medication - Sometimes clients have longstanding health problems that flare up and prevent them from attending work or interfere with work efficiency. It is important for the job coach to share this information with the supervisor before the client is hired to avoid misunderstandings later.

  Sometimes clients receive new medications for seizure disorder or behavioral problems that cause them to have adjustment problems. They may appear sleepy, inattentive, anxious, testy, or just different from their usual selves. The job coach should ask to be kept abreast of changes in the client's medication so that behavioral and performance changes can be anticipated and understood. Unusual reactions should be reported to the client's caregiver.

  Clients often have problems acclimating to work after even brief periods away from work because of illness. The job coach should plan to spend time training the client who has had a long absence from work and helping him/her readjust, regardless of the reason for the absence.

- difficulties at home - Home based problems often surface at the job site. The job coach should be aware that divorce, separation, illness, loss of a parent's job, and any other family stress can adversely affect the client's progress on the job. Solving these difficulties is beyond the scope of the job coach, but the coach can help the client by being supportive and understanding during the time of stress. Again, the job coach may have to devote additional time to the client under stress.

- problems in transit to/from work - A client may be very upset upon arrival at work because of some event that happened while traveling to or from the job site. Perhaps there was a new bus driver or the bus never came. Maybe someone accosted and frightened the client. It is important to talk to the client about what happened, resolve situations that can be remedied, and help the client to adjust.

Summary

It is the intent of this chapter to portray client training as a definable process that begins with the job interview and employs techniques and forms. Far from being mechanistic and inhuman, on-the-job training is a holistic, humanistic endeavor that involves a thorough understanding of the client as a person and a learner. The job coach-to-client relationship is central to successful client training. An effort was made to examine why training fails and how to troubleshoot performance breakdowns. All of this demands that the job coach be trainer, teacher, observer, and problem-solver extraordinaire.

TASK ANALYSIS RECORD

Job Coach _____ Trainee _____ Work Site _____

Instructional Cue _____ Instruction Begins at Step [ ] Position _____

*Circle P (Probe) or T (Train) and enter date for each collection.

**Probe Data: Code + for independent/correct response and - for incorrect response.

***Train Data: Code + (Independent/Correct), V (Verbal Prompt), M (Model Prompt), P (Physical Prompt)

TASK ANALYTIC STEPS	T/P	T/P	T/P	T/P	T/P	T/P	T/P	T/P	T/P	T/P	T/P	T/P	T/P	T/P	T/P	T/P	T/P	T/P	T/P
TOTAL CORRECT STEPS																			
PERCENT CORRECT STEPS																			

TASK ANALYSIS RECORD

Job Coach Susan Thompson Trainee Fred Jones Work Site Maintenance Systems

Instructional Cue Sign-in. Instruction Begins at Step [1] Position Window Washer

*Circle P (Probe) or T (Train) and enter date for each collection.

**Probe Data: Code + for independent/correct response and - for incorrect response.

***Train Data: Code + (Independent/Correct), V (Verbal Prompt), M (Model Prompt), P (Physical Prompt)

TASK ANALYTIC STEPS	T P	T P	T P	T P	T P	T P	T P	T P	T P	T P	T P	T P	T P	T P	T P	T P	T P	T P
1. Go to sign-in desk.																		
2. Find time card rack.																		
3. Select time card labelled "Fred Jones."																		
4. Locate punch operated time clock.																		
5. Place time card in time clock slot.																		
6. Align arrow on time clock with "time in" on card.																		
7. Push card into slot to stamp time.																		
8. Remove time card from slot.																		
9. Place time card in time card rack.																		
TOTAL CORRECT STEPS																		
PERCENT CORRECT STEPS																		

TASK ANALYSIS RECORD

Job Coach Susan Thompson Trainee Fred Jones Work Site Mainterance Systems

Instructional Cue Wash the windows. Instruction Begins at Step [2] Position Window Washer

*Circle P (Probe) or T (Train) and enter date for each collection.

**Probe Data: Code + for independent/correct response and - for incorrect response.

***Train Data: Code + (Independent/Correct), V (Verbal Prompt), M (Model Prompt), P (Physical Prompt)

TASK ANALYTIC STEPS	(P) T P 6/1	(T) T P 6/1	T P	T P	T P	T P	T P	T P	T P	T P	T P	T P	T P	T P	T P	T P	T P	T P
1. Dip applicator into bucket of window wash solution.	+	+																
2. Tap applicator on inside of bucket to remove excess.	-	V																
3. Wipe window with applicator top to bottom, left to right covering entire window.	+	+																
4. Place applicator on cart.	-	V																
5. Select squeegee.	+	+																
6. Wipe window with squeegee top to bottom beginning at top left ledge.	+	V																
7. Dry squeegee with cloth after top to bottom wipe.	-	M																
8. Wipe window with squeegee top to bottom starting at dry/wet seam.	-	P																
9. Repeat steps 7-8 to right bottom ledge of window.	-	V																
10. Move in right hand direction to next window.	-	M																
11. Repeat steps 1-10, washing all windows.																		
TOTAL CORRECT STEPS	4	3																
PERCENT CORRECT STEPS	40	30																

Production Rate Record

Client _____ Period _____

Task _____ Production Standard for Nondisabled Workers _____

Method for Increasing Work Rate _____

* Production Rate (%ile) = $\frac{\text{Number of units completed by client within given time period}}{\text{Production standard for nondisabled workers within same time period}}$ X 100

Date	Start Time	End Time	Total Time Worked	Units Completed	Clients Production Rate

Production Rate Record

Client Fred Jones Period June/July 1987

Task Window Washing Production Standard for Nondisabled Workers 5 units in 10 min.

Method for Increasing Work Rate Praise given with client increasing speed to get reinforcer.

* Production Rate (%ile) = $\frac{\text{Number of units completed by client within given time period}}{\text{Production standard for nondisabled workers within same time period}}$ X 100

Date	Start Time	End Time	Total Time Worked	Units Completed	Clients Production Rate
6/18	8:00	8:10	10 min.	1	20%
6/19	8:30	8:40	10 min.	2	40%
6/19	2:25	2:35	10 min.	2	40%
6/22	4:12	4:22	10 min.	3	60%
6/23	10:10	10:20	10 min.	2	40%
6/25	11:37	11:47	10 min.	3	60%
6/25	3:15	3:25	10 min.	3	60%
6/29	9:04	9:14	10 min.	4	80%
6/30	12:42	12:52	10 min.	3	60%
7/1	1:25	1:35	10 min.	4	80%
7/1	3:02	3:12	10 min.	4	80%
7/3	8:19	8:29	10 min.	5	100%
7/6	10:53	11:03	10 min.	5	100%
7/6	2:35	2:45	10 min.	5	100%
7/9	9:03	9:13	10 min.	5	100%

Chapter 7

Worker Evaluation

Rationale for Worker Evaluation

Client evaluation within the context of supported employment for the disabled has several aspects. As explained earlier in this publication, evaluations are conducted in order to collect information about the client to assist in making a decision on the appropriateness of placing the client in a supported employment program. These evaluations assess the client's cognitive, physical, academic, and vocational functioning and yield information relating to employability. The next layer of evaluation takes place during the training and follow-up phase of the supported work program when the job coach gathers probe data to assess job performance. At the same time, productivity is evaluated through the use of the Production Rate Record. As stated in Chapter 6, data on task performance and productivity is collected throughout the client's participation in the supported employment program.

There is yet another variety of client evaluation. It is ongoing and occurs after the job coach had faded training with the client. A client evaluation form completed by the client's direct supervisor is the vehicle for this type of monitoring. Why is it necessary? After the initial training period, the job coach does not make daily visitations to the work site. Invariably, by this time, other clients requiring intensive training have been added to the coaches' caseload and time is at a premium. The independently functioning client, although he/she has been well trained, is still a person in need of supported employment, follow-up, and feedback. If the client is not provided with these types of services, there is a strong likelihood that, over time, small or large problems will emerge that will threaten or actually terminate the client's job.

There are many advantages to using client evaluation forms. For starters, these forms serve to document client job performance and behavior. Arranged in chronological fashion, they become a record of the client's effectiveness as a worker as viewed by the supervisor. Without the use of forms, this written documentation would be very difficult to obtain. Moreover, most supervisors do not have the time or the training to prepare in-depth written reports on employees. A simple checklist format makes it possible for the job coach to obtain necessary information about client functioning without putting undue stress on the supervisor. A well constructed client evaluation form with space for the supervisor's comments can tip the job coach that the client is having difficulties that require attention. The coach will immediately arrange to visit the job site to troubleshoot the problem. Having remedied the situation, the job coach is able to "keep a watch" through future evaluation forms.

Evaluation Tips

The following guidelines have proven to be helpful to job coaches as they seek supervisors' assistance in providing follow-up evaluation of clients.

- Importance of regular visitations to the job site - There is no substitute for making at least a weekly visit to the client's place of work. A personal visit reaffirms the job coaches' interest to the client and the employer and offers the coach an opportunity to maintain a close working relationship with the worker and the supervisor. Visits to the job site allow the coach to monitor the dynamics of the work site and to measure the client's productivity and task mastery through the use of the forms and procedures described in Chapter 6. These visits should be arranged at times that are convenient for the employer, preferably during unhurried periods so that there is a minimum

disruption of the work flow.

Telephone calls may be used intermittently to check on a client's progress, but these should not become the chief way in which the job coach monitors the worker. There is no substitute for work site visitations.

- Frequency of employee evaluation - It is wise to have the supervisor complete an evaluation form on the employee every two weeks for the first two to three months that the client is working independently. Once work performance has stabilized into an acceptable pattern, the supervisor should be asked to complete an evaluation form once a month. When the job coach is confident that the worker has become well established, the supervisor should complete an employee evaluation form every two months. The actual time period involved for these phases varies from client to client.

- Client self-evaluation - Clients often benefit from self-evaluation. Self-awareness can be encouraged by having the client read and complete an employee evaluation form on himself/herself. The job coach should read the evaluation form to clients with poor reading skills, explaining anything that is unclear. Having responded to all items on the evaluation form, the client should be encouraged to discuss areas needing improvement and the means to effecting positive changes. The job coach should accentuate the positive and be encouraging and supportive throughout this process. Self-evaluation should not be substituted for evaluations performed by supervisors.

- Guidelines for managing employer evaluations

  * Carefully explain to the employer the reasons for performing employee evaluations and the importance of receiving accurate feedback on employee performance and behavior. Encourage the employer to provide additional information in the comments section of the form.

  * Review the Supervisor's Employee Evaluation Form with the employer, explaining each item.

  * Provide the employer with a self-addressed, stamped envelope to facilitate returning forms.

  * If the form is not returned promptly, telephone the employer and politely remind him/her to return the form.

  * Send the employer evaluation forms at regular intervals to insure the maintenance of a record of client behavior and work performance.

  * Thank the employer for cooperating with the evaluation process.

Supervisor's Employee Evaluation Form Entry

This form is to be completed by the client's immediate supervisor. It has been designed for quick and easy completion. The first form completed by John Harris, Fred Jones' supervisor, may be found on p. 148.

- Identifying information - The top of this form contains basic identifying data.

  Client (Fred Jones)
  Job Title (Window Washer)
  Company (Maintenance Systems)
  Date of Evaluation (July 30, 1987)
  Supervisor (John Harris)
  Supervisor's Job Title (Crew Chief)

- Evaluation domains - Basic employability behaviors and skills have been clustered under three headings or domains.

  * Behavior and Communication - This area includes behavior pertaining to personal appearance and dress, response to supervision and criticism, relations with coworkers, reaction

to job site rules, and adequacy and appropriateness of communication on the job.

* Time Management Skills - Behaviors such as arrival to and departure from work, following lunch and break schedules, and work attendance are examined in this cluster.

* Work Performance - This area addresses behaviors associated with attention to task and the ability to work independently, and comparison of the client's performance with that of coworkers.

The above listed behaviors are rated on a four point scale based on frequency of occurrence (Always, Most of the Time, Sometimes, Never). To complete this section of the form, the employer checks the box that defines the frequency with which the behavior occurs. See p. 148 for John Harris' appraisal of Fred's performance.

- Overall employee rating - Item D of the form asks the supervisor to rate the employee's overall performance based on a five-point scale ranging from a supervisor to a substandard rating. This is important qualitative information. In this case, Fred's performance was judged to be "satisfactory." Ratings below satisfactory require immediate attention by the job coach. To ignore such information could lead to the client losing his job.

- Request to meet - Item E asks the supervisor if he/she wants to meet with the job coach. A negative answer should not be interpreted that the job coach should cease visiting the job site. The coach should maintain the visitation schedule, regardless of the employer's response to this question. Rather, this question is meant to provide the supervisor with a convenient way to request a meeting with the job coach. If the supervisor checks that he/she wants to meet, the job coach should follow up immediately and arrange a meeting at the employer's convenience.

- Additional comments - This section allows the employer to express observations and opinions of the worker. It is important to read this section for a "general feeling." The tone may be positive and accepting or more or less disparaging. Negative statements should cue the job coach to arrange a meeting with the supervisor to discuss concerns. John Harris' remarks are very positive, indicating acceptance of Fred as a person, appreciation of Fred's desire to do a good job, and awareness of Fred's growth in self-esteem and independence.

Addressing Performance Problems

As previously stated, it is very important to address client work performance and behavior problems and to deal with them effectively. The following suggestions give structure to troubleshooting these difficulties.

- Give prompt attention to problems arising at the job site. Difficulties must be addressed as soon as the job coach becomes aware of them. The job coach may become aware that a client's job situation is deteriorating by way of a supervisor's telephone call, an unsatisfactory supervisor's evaluation, comments by a concerned co-worker or the client, or through any number of sources or means.

  As a general rule, clients need direction from the job coach in order to gain awareness that a problem exists and to develop a plan to effect changes in their skill performance and/or behavior to resolve the problem. If the coach is slow to respond to this need, it is possible that the client's performance will continue to deteriorate, ultimately leading to the loss of his/her job. Lackluster attention by the job coach may be interpreted by the employer as lack of interest in the client and a breech of

the job coaches' commitment to the employer as a partner in the supported employment process.

- Conduct fact-finding through all available sources. In order to find out what is "really happening," the job coach must collect information from sources who know the client and/or the situation well at the work site. The list of sources should include: the employer, the client, coworkers, the client's family or group home personnel, the client's private therapist, and other important persons in the client's life. Each person consulted renders information from his/her own perspective. When input from several sources is examined, the client's behavior may fall into a pattern.

- Observe the client on the job. After becoming aware that something is amiss at the work site, the job coach should plan a time with the employer to visit and observe the client. The visit should be planned in a manner that will allow the coach to observe the problem behavior. In other words, if the client is having trouble with a given work duty or person, the job coach should be sure to be present when the client is scheduled to perform the duty or to interact with the person.

- Determine the point of breakdown and the reason for the behavior. The training task analysis is the best tool to use to determine where, within a task, a performance failure is occurring. In fact, this type of client problem is relatively easy to diagnose and remediate. See Chapter 6 for details. On the other hand, social-emotional problems are more complex and difficult to quantify and are, therefore, more difficult for the job coach to analyze and address. Moreover, these difficulties pose the greatest threat to the client's job tenure because of the disruption that they cause at the job site. The job coach must seek to understand the dynamics of problems centered around the client's behavior and interpersonal relations at work and find ways to help the client resolve them.

Considerations in Selecting an Intervention

Before settling upon ways to address and resolve work related problems with clients, the job coach should consider the client's strengths and weaknesses in the following areas:

- Cognitive ability - Cognitive functioning refers to the ability to think and perform various mental processes such as remembering recent events (short-term memory), recalling more distant events (long-term memory), planning, sequencing, visualizing, concrete and abstract reasoning, and a host of other functions. One would select more concrete, demonstrable intervention techniques for a mentally retarded client, whereas a bright, physically disabled person may benefit from a more abstract approach. Persons with severe sequencing, memory, or other difficulties should not be approached through techniques that require considerable ability in their areas of specific cognitive weakness.

- Verbal ability - Verbal skills in this context include the ability to express oneself in language, to understand the language of others, and to articulate or make speech sounds. Persons with severe speech and language deficits require interventions that may be rendered less verbally demanding.

- Emotional makeup - Before selecting an intervention strategy, it is important to have a grasp of the client's style of managing feelings and of the client's emotional intactness. If the client uses denial to a great extent to buffer the impact of unpleasant realities or engages in power struggles with authority figures, it is advisable to avoid selecting highly confrontational methods to resolve conflicts. Here the rule of thumb is similar to

those discussed in the two areas listed above. Interventions should be selected that will tap the client's areas of emotional strength while making as few demands as possible upon weak areas.

- Type and degree of physical disability - The presence of physical limitations or disfigurement can pose additional problems for the client and job coach when considering interventions to affect behavioral changes on the job. Some physical disabilities interfere with client's ability to communicate verbally and limit their opportunities to follow through with commitments related to the job (i.e., being on time, maintaining work speed and taking responsibility for their own transportation). These individuals are at particularly high risk for low self-esteem and may face greater difficulties forming relationships throughout all phases of their lives.

It is vital to be aware of potentially dangerous situations as in the case of the client who appears very depressed or suicidal. Indications that the client may be seriously emotionally ill or in danger of hurting himself/herself or another person should be reported immediately to the job coaches' superior, the client's caregiver, and the client's medical doctor or therapist. The job coach should temporarily withdraw the client from the job to prevent the situation from further deteriorating and arrange for another client to be placed in the position to guarantee that the employer's work will be done until the original employee is able to resume duties. Of course, it is necessary to train the substitute worker to perform all work duties.

In the final analysis, the intervention technique used with a client must suit the client's makeup and be timely enough to defuse the situation that led to the need for the job coach to intervene. Finally, it is important to work on trust and relationship building with the client before, during, and after the intervention period to maximize the effect of the intervention.

Intervention Strategies

There are several problem solving approaches available to the job coach when dealing with a client who is experiencing difficulty at work. These strategies have their foundations in counseling and can be very effective in raising the client's awareness of the problems that beset him/her and can provide opportunities for resolving conflicts that, left unattended, could result in loss of a job.

- Active listening - This counseling technique is aptly named because its aim is to enable the job coach to receive and understand the client's verbal and nonverbal communication. This is a very dynamic, interpersonal technique that enables the coach to assist a client who is "difficult to read," angry, feeling inadequate, in need of sharing hard to express feelings and the like.

  * Steps in active listening:

    (1) Use a door-opener. Door-openers are statements that require the client to say more. They are very subtle invitations to speak. The door-opener sets the stage for the client to speak, gives him/her the chance to direct the conversation, and presents the job coach as a ready, nonjudgmental listener. Examples:

    "You look unhappy today."
    "Tell me what happened."
    "I care about what happened. Let's talk about it."
    "It sounds like you've got some feelings about this."

    (2) Accept silence or listen passively. In this process, the job coach is the listener and the client is the primary speaker. As such, the coach should remain quiet and wait for the client to formulate thoughts.

If the client appears stressful during silences, reassure by making a supportive statement like: "It's O.K. to take your time. I'll wait."

(3) Use open, accepting body language and facial expressions. This is nonverbal communication and expresses more than mere words. The job coach can set the stage for a productive conversation by establishing eye contact with the client, uncrossing arms and legs, leaning slightly forward, nodding occasionally, having a pleasant facial expression, and genuinely accepting the client in words and actions.

(4) Make noncommittal acknowledgements of the client's statements. Short expressions such as "Yes," "I see," and "Uh-huh" let the client know that the job coach is listening without conveying approval or disapproval of what he/she is saying. This tactic encourages the client to provide more information and to convey the feeling content of the message.

(5) Rephrase what the client says. The job coach should restate the content of the client's conversation without changing, augmenting, judging, or interpreting them. Statements like the following serve this purpose: "I hear you saying" (Then restate what the client just said) or "You're telling me" (Then restate what the client just said). Another way to do this is to tell back to the client what he/she has said: (Client) "I have a hard time getting up to go to work." (Job Coach) "You are saying that it's tough to get up in the morning and go to work?"

Rephrasing serves to help the client "hear" what he/she has just said and allows the client to change incorrect information. It focuses the client's attention on the conversation and reassures the speaker that the coach is listening.

(6) Reflect the "feeling content" of what the client is saying. The job coach should identify the feeling content of the client's dialogue and interpret the emotional message in the speaker's voice and body language. Example:

(Job Coach) "You look upset today."
(Client) "I had a bad day at work today."
(Job Coach) "You're unhappy because of what happened at work today."
(Client) "Yes, the boss said that I wasn't working hard enough and I got mad at him."
(Job Coach) "When the boss gets mad, it makes you feel bad?"

By reflecting the feeling content of the conversation, the job coach signals the speaker that he/she is being understood and that it is acceptable to express feelings about the incident. This results in ventilating stress and hurtful emotions and conveys the message that the job coach understands and accepts the client and his/her feelings.

(7) Request clarification when necessary. When the job coach is confused, clarification should be requested without resorting to a threatening line of questioning. This may be accomplished in the following manner:
(Client) "My boss makes me mad when he says I don't do enough work."
(Job Coach) "Help me under-

stand. Are you saying that you get mad at your boss when you don't get enough work done?"
(Client) "The boss makes me work through my break when I don't finish my work and that makes me mad."
(Job Coach) "So, when your boss makes you miss your break because you didn't finish your work, that's when you get mad at him?"

(8) Summarize after the client has related enough information to warrant integrating various statements. This serves to add cohesiveness to the message, clarifies various issues, and reiterates the sequence of events so that the job coach and the client can better digest them.

* Impediments to active listening - The following mistakes can threaten the effectiveness of active listening as an effective intervention and can result in a loss of trust between the client and the job coach.

- repeating the client's exact words (causes anger and a feeling of being judged or patronized)
- missing the message (causes feelings that the job coach is not listening and does not really care)
- leading the client (threatens the speaker and may cause him/her to stop communicating)
- backtracking (focusing on what was said earlier; makes the client feel ignored and angry)
- cross-examining (makes the client feel that he/she is being blamed)
- analyzing (expressing that the job coach has figured out the problem; causes the client to no longer feel in control of his/her own problem; elicits anger)
- judging (making value judgments about the client; assaults self-esteem, upsets the client)
- threatening/ridiculing (frightens and hurts the client)
- commanding/advising (serves to solve the problem for the client; results in the client feeling loss of power and control over his/her own problems)
- ridiculing (insults the client; closes off communication)
- distracting/humoring (attempts to remove the problem from the client; denies the client's feelings and the importance of the problem to the client)
- reassuring the client (impedes the client from releasing and exploring feelings)
- focusing on one's own experiences (rejects the client and conveys that the job coach is more interested in his/her own problems than those of the client)

* Benefits and limitations of active listening:

Benefits

- **allows for safe release of feelings**
- **leads to self-awareness**

Limitations

- **requires the client to have the verbal skills to express facts and feelings**
- **is not a "quick fix"; does not seek to solve the problem**
- **may lead to too much talking and perseverating on the problem, never moving toward solution**
- **may reinforce inappropriate need for attention**

- I-Message Method - This is a confrontational technique consisting of three parts:

  (1) statement of the inappropriate behavior
  (2) the actual effect of the inappropriate behavior
  (3) the job coaches' feelings about the behavior

  Example:

  (1) "I see that you are taking too many bathroom breaks."
  (2) "This makes you get less work done."
  (3) "This bothers me, Fred."

  * Steps in I-message procedures:

    (1) Observe the client having a problem behavior at work and take written notes, if possible, on the behavior and its impact on the client's work performance and on the people around him. The coach then internalizes the problem by accepting the fact that the client's problem is also a problem to the job coach and formulates an I-message statement.

    (2) Make a conscious decision to use the I-message, to avoid blaming the client for the behavior, and to leave the solution of the problem to the client.

    (3) Judiciously select a time and place to share the I-message with the client so that the client will not lose the respect of the supervisor and coworkers.

    (4) Plan and state the I-message to the client.

    (5) Use active listening to elicit the client's feelings about the behavior.

    (6) Avoid solving the problem for the client. If the client arrives at a solution independently, allow him/her to apply the solution.

    (7) If the problem arises again, follow the procedure described above. If the client does not suggest a solution, set up a problem solving conference. See below for details.

  * Benefits and limitations of I-messages:

Benefits

- **clearly identifies the problem**
- **maintains self-concept**
- **places responsibility for changing behavior on the client**
- **reduces the likelihood of oppositional behavior**
- **allows the job coach to acknowledge and release feelings**

Limitations

- **requires the client to understand causal relationships**
- **may require a problem solving conference**

- Problem solving conference - This method may be used with one person or a group. The technique requires the job coach to lead one or more clients through a systematic problem solving process in order to establish an action plan for solving one or more problems.

* Steps in the problem solving conference:

(1) Establish the ground rules.

- Only one problem is to be discussed.
- Blaming is not allowed.
- Everyone will speak in turn.
- An end time will be set for the conference.

(2) Define the problem.

- Begin with an open-ended, nonjudgmental question like, "What is happening here?"
- Follow up with active listening.
- Summarize and restate the problem.

(3) Set the goal of developing a plan to solve the problem. Say, "Now we have to make a plan to solve this problem."

(4) Brainstorm solutions to the problem.

- Let the client(s) freely generate solutions.
- Write them on a blackboard or sheet of paper.
- The job coach may not suggest solutions.
- If a viable solution has not been generated say, "Another plan is to....(add solution).
- Limit possible solutions to one or two to avoid confusion.

(5) Choose the best solution.

- Ask, "Which plan do you think will work?"
- If a group is involved, obtain a consensus on the best plan or vote.

(6) Develop a plan.

- Plan how to implement the solution by asking: "What must be done?" Who will do it?" "When will it be done?" "Where should it be done?"
- Write the plan on a blackboard or sheet of paper, explaining it thoroughly.
- Draw pictures of the process for nonreaders or persons who process best visually.

(7) Obtain a commitment for the plan.

- Ask, "Will you follow this plan?"
- Make sure that everyone agrees.

(8) Plan a meeting to evaluate the plan.

- Set a meeting time and date to talk about how the plan is working.

(9) Evaluate the plan.

- Ask, "How is the plan working?"
- Offer encouragement by saying something like, "I see that you are working hard on your plan."
- If a person is not working on the plan, ask him/her to make a new commitment to the plan.
- If the plan is not working because the solution is incorrect, repeat steps 4-8 again.

* Benefits and limitations:

Benefits

- **client involved in problem solving**
- **teaches cooperation**
- **reinforces self-esteem**

Limitations

- **requires adequate verbal ability**
- **requires a previous trust relationship**

- **places responsibility for plan implementation on the client, not the job coach**
- **slow process; takes time to impact problem**
- **best accomplished away from work site**

- Reality therapy - This counseling method was developed by William Glasser in Reality therapy: A new approach to psychiatry (1965) and can be used effectively with many disabled persons. The aim of this therapy is to help people set, refine, and clarify goals. It is Glasser's belief that all people have the need for identity and, in order to develop identity, a person must be loved and have a feeling of self-worth. All of this takes place in social context with other people being essential to a person's well-being. Acceptance of reality and responsibility for one's own behavior and choices are key elements in this mode of therapy.

  * Steps in reality therapy:

    (1) Be warm and personable with the client. Focus on the person and his/her needs and goals. Develop a genuine relationship with clients based on acceptance before attempting to confront them with their behavior.

    (2) Confront the client about his/her behavior. While observing the client acting inappropriately, ask, "What are you doing?" If the client denies the behavior, objectively describe the observed behavior. It's important not to interpret the behavior or to judge it. Simply say something like, "I saw you come in from break 5 minutes late."

    (3) Have the client make a value judgement about his/her own behavior. Ask, "What do you think about what you did?" Is this helping your boss and coworkers?" "Is this helping you?" Find out if the client has a goal for the behavior and if the behavior helped attain the goal.

    (4) Develop a plan with the client, but first review the behavior, the goal for that behavior, and the client's value judgement of the behavior. Ask the client what he/she thinks can be done about the behavior and offer to help meet the goal. If the client is not able to produce alternatives, the job coach should propose two or three possibilities and give the client the choice. This enables the client to assume responsibility and have some control over outcomes.

    (5) Ask the client to make a commitment to the plan by saying, "How do I know that you will follow this plan?" The client may make a verbal agreement, "shake on it," or sign a written contract. Putting the contract in writing is particularly effective.

    (6) Check periodically to see if the client is implementing the plan. If the client is following through on the agreement, he/she should be praised. If not, the client should be asked if he/she wants to begin enforcing the agreement or to renegotiate it. Ground rules for follow-up are:

      - No excuses are acceptable. Focus on the necessary behavior to make the plan work and discuss changes in the plan until the plan is successfully renegotiated. The client must again make the commitment to follow through

with the plan.
- No punishment is allowed. Only natural and logical consequences are permitted.
- Giving up is not permitted.

The job coach must work with the client until a plan is negotiated that the client is able to achieve.

* Benefits and limitations:

Benefits

- **affirms reality for the client**
- **teaches responsibility for behavior**

Limitations

- **requires considerable time**
- **requires patience and commitment**

- Role evaluation and rehearsal - This counseling method is based on the role playing in which the client acts out the problem as well as possible solutions for the problem. Role playing allows the client and the job coach to analyze the problem, select the solution, and rehearse implementing the solution.

  * Steps in role evaluation and rehearsal procedure:

  There are six possible steps, however, it is not always necessary to implement all of them.

  (1) Define the problem. Persons with severe communication problems may act out the problem. Rules should be established before role playing to limit disturbances. Example:

  - Show only what really happened.
  - Do not hurt anyone.
  - Stop when I hold up my hand and say, "Stop."

  After the enactment, the job coach should rephrase what was acted out including the feelings present. The coach should ask the client if the paraphrasing was correct. Then the job coach should reword the statement of the problem, stating what happened, when, and who did it.

  (2) Role play various solutions. The client, or another interested person can act out solutions for the problem. The job coach could say something like, "Show me another way to do it." If the client has adequate verbal skills, the coach can discuss a variety of solutions. Encourage the client during pauses, enforce the guidelines, and give guidance when needed.

  (3) Evaluate each role enactment. Ask the client what he/she liked about the enactment and if acting that way would solve the problem. The job coach can choose to make or withhold evaluation statements, although it is often wise to state why a given solution might not work. Seek alternative solutions if negative evaluations predominate. Move to the next step when a positive mood is evident.

  (4) Practice the best solution with role rehearsal. Set up the scene to approximate the problem situation and have the client act out the solution until the client feels able to deal more effectively with the problem the next time it occurs. Praise and encourage the client throughout this phase.

  (5) Discuss application of the plan

in real life after the client has tried it. Encourage successful execution of the plan. If the client failed to apply the plan, repeat steps 2-4 or resort to another type of intervention.

* Benefits and limitations:

Benefits

- **works well with nonverbal, low verbal, hearing impaired, and deaf populations**

Limitations

- **cannot be easily implemented at the work site**

- Contracting - This counseling technique is centered around developing an action plan or contract to resolve the client's difficulty. A problem solving method, contracting involves including the goal behavior and the reward for accomplishing the goal behavior in a written agreement between the job coach and the client. The client makes a commitment to work toward the mutually agreed upon goal and the job coach agrees to provide a reward when the client achieves the goal behavior.

  * Steps in contracting method:

    (1) Explain the purpose and benefits of contracts to the client.

    (2) The client, in cooperation with the job coach, chooses a task. By this time, the problem has been clearly defined and discussion is centered around what the client should do to correct the problem. One by one, alternative solutions should be discussed and evaluated. The initial task that is selected must be meaningful to the client and readily attainable so that the client will be motivated to pursue it and will have immediate success. The task may be modified and made more challenging as the contract is renegotiated.

    (3) Specify the criteria of the contract. The client and the job coach work together to specify the quality, frequency, timing, and location of the task the client will perform. Example:

    You will answer your supervisor politely (quality of response)

    every time he asks you (frequency)

    if you have finished your work in Building 3. (location)

    (4) Choose the reward. Positive reinforcement for successful completion of the task, the reward should be something that is desirable to the client and possible for the job coach to provide without great expenditure of time or money. Refer to the final pages of the Client Analysis Form on pp. 92-93 to determine appropriate reinforcement activities for the client. Offer several reward choices to the client and have him/her select the reinforcer. It is preferable to use social reinforcers such as break time or lunch with a favorite co-worker. Unnatural reinforcers such as treats and checks or points redeemable at a later date should be used only after exhausting those that are natural to the work environment.

    (5) Write the contract. Before committing the contract to paper, ask the client to explain the contractual duties of all parties. The client's wording should be used in the contract whenever possible to personalize the agreement and to make it more understandable to the

client. When necessary, pictures or drawings may be used instead of words. The contract should be dated and signed by the client and the job coach. The client should be given a copy for later reference. A copy may be posted at the sign-in desk or the client's work station. Efforts should be may to avoid embarrassing the client.

(6) Review the contract with the client before activating it and periodically thereafter. The initial review is performed to clarify the contents of the agreement. Daily or weekly reviews serve as reminders to the job coach and the client that the contract is in force.

(7) Assist the client in performing the task defined in the contract. The same system of prompts described in Chapter 6 may be used to train the client to perform contractual duties. If the contract specifies that the client is to perform a social behavior, and appropriate physical prompt may be placing a hand on the client's shoulder to remind him/her to perform the behavior. A modeling prompt in this situation may include a mutually agreed upon hand signal to remind the client to perform the behavior. Verbal prompts consist of hints about what the client should say or do to fulfill the contract behavior.

(8) Evaluate the client's performance. When the time period for the contract has elapsed or after the client has demonstrated the behavior described in the contract, the client's performance should be examined. If the client was successful, he/she should be rewarded. If unsuccessful, the job coach must ask himself/herself a series of questions to troubleshoot the process.

- Did the client understand what was expected of him/her?
- Was the task within the client's ability to accomplish?
- Was the reinforcer appropriate?
- Was the client sufficiently involved in the contractual process?

Adjustments in the contracting procedure are then made in accordance with the job coaches' findings.

* Benefits and limitations:

Benefits

- **states expectations, thereby reducing conflicts**
- **serves as a physical reminder**
- **of an agreement to perform a behavior**

Limitations

- **difficult to use written contracts with nonreaders without making modifications**
- **must be continuously followed and updated to be effective**

Adapting Intervention Strategies

The intervention strategies included in this chapter can be very effective in helping clients in supported employment programs change their behavior. By adapting these methods to the needs of the client, they can become even more powerful agents for changing behavior.

- Clients with low verbal and cognitive ability and/or memory problems - In the case of clients having low verbal skills, limited cognitive ability, and/or memory limitations, the following modifications can increase the effectiveness of the intervention strategies described above.

  * Use pictures or photographs instead of words to depict incidents that have occurred and the behaviors that will be expected of the client.

  * Use role playing or mime to demonstrate concepts and behavioral expectations to the client. It is also useful to have the client role play important incidents, problem behavior, as well as solutions to problems.

  * Use gestures, facial expressions, and body language with speech to convey ideas.

  * Limit the verbal content of instructions and conversations by using short, simple sentences.

  * Simplify vocabulary to common, high frequency words.

  * Reduce complex steps and procedures to essential ones.

  * Rehearse each step in a process to assure that the client understands.

  * Give verbal, modeling, and physical prompts when needed.

  * Reward the client's efforts and successes with social reinforcers such as praise.

- Clients with sensory impairments - Visually impaired, blind, hearing impaired, and deaf clients often require modifications to allow them to benefit more fully from behavioral interventions.

  For visually impaired clients:

  * Use large print type or broad tip markers to record information and contracts.

  * Tape record important conversations and instructions.

  * Transcribe contracts and other written information into braille or provide brailling facilities for the blind client.

  * Tape record important conversations and instructions.

  For deaf and hearing impaired clients:

  * Provide amplification equipment when appropriate.

  * Use pictures, photographs, and drawings in conjunction with speech (amplified when appropriate) and written material to convey information.

  * Use gestures, facial expressions, and body language with speech.

  * Limit the verbal content of instructions to essential language.

  * Use an interpreter for the deaf if necessary.

General Considerations

Regardless of the client's type or degree of disability, each person in the supported employment program must be accorded respect as a valuable human being. All decisions affecting the client should be made in his/her best interest. Implicit in this is that the job coach will maintain an adult-to-adult relationship with the client, never allowing the client to be patronized or treated like a child.

Throughout all phases of the supported employment program, all records and information about the client must be kept confidential.

Time Management and Caseload Considerations

Job coaching is very demanding and requires the job coach to maintain a structured yet flexible approach to record keeping and time management. Caseload also figures importantly into time management. Job coaches are usually free to select their own time management methods while agency supervisors and directors often assume the duty of assigning clients to coaches.

- Time management hints - The following tips are tried and true ways to add order and structure to a busy schedule.

  * Place client's forms and records in individual folders and file them alphabetically. This makes it easy to locate important information about clients and encourages careful treatment of confidential records. It is best to keep client folders in locking file cabinets.

  * Develop a work schedule for the week each Friday that can be modified as needed. Post a copy of the weekly schedule near the office telephone so that secretaries or coworkers can contact you in case of emergency. It is helpful to place a list of phone numbers that correspond with the weekly schedule by the telephone for quick reference.

  * Use "in" and "out" baskets to keep track of records and correspondence. This method helps to clear the desktop and facilitates keeping pace with paperwork.

  * Buy a pocket calendar with ample space for writing personal notes and entering appointments. Make sure that there is a thumb-tabbed section for important telephone numbers and addresses. Telephone numbers and addresses for the following should be entered: clients, clients' caregivers, current employers, frequently contacted local agencies (e.g., DVR, Social Services and Social Security), and any other person, business, organization, or agency whose telephone number may be useful during the course of the work day.

  * Purchase a briefcase for carrying papers to avoid losing important materials and to serve as a "portable file." A waterproof case with separators to keep materials in order is quite handy.

  * Plan to do paperwork while fading training with clients who are ready to work independently. Make sure to keep duplicate forms, writing paper, a clipboard, pens, pencils, paper clips, and the like in your briefcase in the event that you have time to do paperwork.

  * Schedule office time for telephone calls and maintaining records. It is efficient to plan a time of day to make and return telephone calls. Regularly scheduling time to keep up with paperwork makes record keeping and correspondence more manageable.

  * Arrange on-the-road trips efficiently to save time and mileage. In planning the weekly itinerary, attempt to cluster appointments and visits for maximum savings of time and gasoline. It is a wise practice to keep a local street map in the car for ready reference.

  * Maintain a log for sending and collecting various types of forms and records. This is a handy way to stay abreast of paperwork necessary for maintaining program accountability.

- Caseload considerations - The difficulty of a job coaches' job is defined not only by the number of clients served, but by the severity of the client's disabilities. Two or three very

disabled clients with many training and follow-up needs can be a busy caseload for a job coach, whereas a coach may be able to easily manage many less involved clients. Because clients vary so greatly in their need for training and support, it is not realistic to state an ideal caseload for a job coach. However, it is important to remember that, in the beginning weeks of training a new client, the coach must be able to devote the whole work day to the client at the work site. In general, the more disabled the client, the longer the coach must be available for training. This means that it is probable that a one-to-one ratio of job coach to client will exist during the initial stages of training. The implication here is that job coaches would be wise to plan caseload management with other coaches in the agency to avoid placing themselves in the impossible position of trying to provide full day service to several new clients simultaneously. It is far more feasible to provide support to several independently functioning clients who need periodic follow-up while doing intensive training with only one client.

Summary

This chapter addresses the final stages of job coaching by focusing on evaluation of the client's behavior and performance at the work site as conducted by the work site supervisor. This is a "normalized" situation because the primary responsibility for supervising the client has shifted from the job coach to the job site supervisor. During the follow-up period, the job coach remains involved with the client but the relationship takes on subtle differences as the client grows from a supported employment trainee to a fellow co-worker at the job site.

A variety of intervention strategies have been presented as vehicles for assisting clients to change inappropriate behaviors at the work site which, if left unaddressed, could lead to job termination. Suggestions for modifying these strategies for persons with specific disabilities have been included.

Time management and caseload structuring were touched upon in an effort to suggest ways to make a potentially burdensome job more easily manageable and pleasant for job coaches. The upshot of effective management is better service to the people to whom job coaches devote their efforts - their clients.

Supervisor's Employee Evaluation Form

Client _____ Job Title _____

Company _____ Date of Evaluation _____

Supervisor _____ Supervisor's Job Title _____

*Please check the rating for each item that best describes your opinion of the employee's situation at this time.

A. BEHAVIOR AND COMMUNICATION	Always	Most of the Time	Sometimes	Never
1. Maintains personal appearance				
2. Dresses appropriately for work				
3. Follows supervisor's suggestions				
4. Accepts supervisor's criticism				
5. Cooperates with other employees				
6. Follows general rules and regulations				
7. Refrains from unnecessary social communication				
8. Communicates adequately				

B. TIME MANAGEMENT SKILLS				
1. Arrives to work on time				
2. Leaves work on time				
3. Follows correct schedule for break/lunch				
4. Maintains good work attendance				

C. WORK PERFORMANCE				
1. Attends to job tasks consistently				
2. Completes work independently				
3. Compares favorably with other workers' performance				

D. Please give an overall rating of the employee's performance at this time.

1 [ ] Much better than required
2 [ ] Somewhat better than required
3 [ ] Satisfactory
4 [ ] Somewhat better below standard
5 [ ] Needs immediate improvement

E. Do you wish to meet with the employee's job coach? [ ] Yes [ ] No

Additional Comments: _____

_____

_____

_____

_____

_____

Supervisor's Employee Evaluation Form

Client Fred Jones Job Title Window Washer

Company Maintenance Systems Date of Evaluation July 30, 1987

Supervisor John Harris Supervisor's Job Title Crew Chief

*Please check the rating for each item that best describes your opinion of the employee's situation at this time.

A. BEHAVIOR AND COMMUNICATION	Always	Most of the Time	Sometimes	Never
1. Maintains personal appearance	✓			
2. Dresses appropriately for work	✓			
3. Follows supervisor's suggestions		✓		
4. Accepts supervisor's criticism		✓		
5. Cooperates with other employees	✓			
6. Follows general rules and regulations	✓			
7. Refrains from unnecessary social communication	✓			
8. Communicates adequately			✓	

B. TIME MANAGEMENT SKILLS				
1. Arrives to work on time	✓			
2. Leaves work on time	✓			
3. Follows correct schedule for break/lunch	✓			
4. Maintains good work attendance	✓			

C. WORK PERFORMANCE				
1. Attends to job tasks consistently		✓		
2. Completes work independently		✓		
3. Compares favorably with other workers' performance		✓		

D. Please give an overall rating of the employee's performance at this time.

1 [ ] Much better than required
2 [ ] Somewhat better than required
3 [✓] Satisfactory
4 [ ] Somewhat better below standard
5 [ ] Needs immediate improvement

E. Do you wish to meet with the employee's job coach? [ ] Yes [✓] No

Additional Comments: Fred is a quiet, pleasant person. He works hard and tries to please. He is getting more confident & more independent day by day.

Summary of the Publication

The many facets of job coaching have been presented in sequential fashion with suggested forms and procedures to facilitate implementation of the supported work model outlined in this publication. The job coach bears the responsibility for initiating and implementing every phase of the program. In a very real sense, supported employment for the disabled as defined in this document is dependent on the expertise of the job coach and, therefore, is a function of job coaching. Thus the two terms, job coaching and supported work, are comingled to the point that one may not exist without the other.

Vocational evaluation is not considered an important component of the supported employment model by some authorities in the field. In practical experience, a well executed vocational evaluation can be beneficial to the client and the evaluation report can be an extremely valuable tool to the job coach. Thus vocational evaluation has been included in the supported employment model described
in this publication.

Supported employment program phases consist of job development, job analysis, client-to-job matching, on-the-job training, and worker evaluation. In practical language, a job is found or created and then it is thoroughly examined and analyzed to determine exactly what demands it would make on a worker. Then clients are examined using criteria that are meaningful for job placement purposes. These criteria are very similar to those used to analyze the job. At this point, one or more clients are matched to the job using a procedure designed to indicate the degree of client to job compatibility. If one of the clients considered for the position appears to be a good match, he/she interviews with the employer for the job. After being hired, the job coach trains the client at the work site and eventually fades or withdraws as the client develops independent work skills. Finally, the job coach follows the client's progress through periodic visits to the job site to check work quality and productivity and to consult with the supervisor. The supervisor also rates the employee using a form designed for that purpose.

Each step in the process is essential and is directed by the job coach. Being human, job coaches are not perfect. Neither is this a perfect model for all disabled persons seeking employment. There are no panaceas, however, supported employment combined with expert job coaching is proving to be beneficial to many disabled persons who desire to take their rightful place in the work force.

Appendix A

Supplemental Security Income (SSI) - This federally funded program is administered by the Social Security Administration. It provides monthly cash benefits to persons who are aged or disabled having an income and resources below established limits and who have not been adequately covered by other Social Security retirement or disability programs.

* Applicants for SSI establish eligibility for the program accordingly.

  (1) Submit a physician's or hospital report to the Social Security Administration that supports their disability claim. To qualify, claimants must be 100% disabled and the disability must have "lasted at least one year or is expected to last at least one year."

  (2) Submit records to show that their bank account and other assets (e.g., cash value of life insurance policies or property owned) are below the established limit. This limitation is usually about $1,800.00.

  (3) Ask his/her employer to submit a statement of income. Salary is calculated separately from unearned income.

* Interesting facts about SSI

  - Persons under and over 18 years of age may collect SSI if they meet financial and medical eligibility requirements. Persons under 18 years of age count their parent's income as their earned income.

  - Persons over 18 years of age who live at home and do not contribute financially to the maintenance of the household have lower benefits than persons living alone or in group situations such as supervised apartments or group homes.

  - Twenty-six states supplement SSI payments with state funds and/or services.

  - There is a two month lag in SSI payments. Example: Income earned in May affects the SSI benefit received in July. However, if a person was employed and received SSI as a salary supplement subsequently lost the job, the SSI check would reflect the same month's income. To prevent the two month lag in checks, persons who lose their jobs must notify the Social Security Administration immediately of their loss of income.

  - It is possible to work part-time or full-time and still receive SSI benefits. To remain income eligible, one must fall below the established earned and unearned income levels.

  - People who work are almost always overpaid through SSI and must reimburse the program when overpayment is discovered.

  - Pay is based upon annually reported information. Verification of income occurs the following year. If overpayment of benefits has occurred, the recipient must reimburse the program.

- The person in whose name the SSI check is written is responsible for contacting the Social Security Administration in the event that the recipient's financial or medical status has changed. Persons who are not able to manage their own finances should have an advocate named as the trustee of benefits. In this case, the advocate would be responsible for reporting changes in status.

- The dollar amount of benefits changes every January. The trend has been for the allowable base to rise a few dollars. Inflation rates have not been matched by commensurate rises in SSI benefits.

- The amount of allowable earned income tends to increase annually in an effort to reduce the work disincentive effect.

Appendix B

Agencies and Organizations Serving Disabled Populations and Related Employment Issues

Adult Education Association of U.S.A.
810 18th Street, N.W.
Washington, D.C. 20006

Alexander Graham Bell Association for the Deaf, Inc.
3417 Volta Place, N.W.
Washington, D.C. 20007

American Association of Workers for the Blind
1511 K Street, N.W.
Washington, D.C. 20005

American Cancer Society
219 East 42nd Street
New York, New York 10017

American Coalition of Citizens with Disabilities
1200 East 15th Street, N.W.
Suite 201
Washington, D.C. 20005

American Foundation for the Blind, Inc.
15 West 16th Street
New York, New York 10011

American Occupational Therapy Foundation, Inc.
6000 Executive Boulevard
Rockville, Maryland 20852

American Personnel and Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20007

American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206

American Speech and Hearing Association
9030 Old Georgetown Road
Washington, D.C. 20014

Association for Children with Learning Disabilities
5225 Grace Street
Pittsburgh, Pennsylvania 15236

CEC Information Center on Exceptional Children
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Center for Studies in Vocational Technical Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Closer Look
1201 16th Street, N.W.
Washington, D.C. 20036

Department of Health, Education and Welfare
Social and Rehabilitation Service
Rehabilitation Services Administration
Washington, D.C. 20201

National Association for Retarded Citizens
2709 Avenue E, East
Box 6109
Arlington, Texas 76011

National Easter Seal Society for Crippled Children and Adults
2033 West Ogden Avenue
Chicago, Illinois 60612

National Information Center for the Handicapped
P.O. Box 1492
Washington, D.C. 20013

National Rehabilitation Association
1522 K Street, N.W.
Washington, D.C. 20005

President's Committee on Employment
of the Handicapped
Washington, D.C. 20210

United Cerebral Palsy Association
66 East 34th Street
New York, New York 10016

U.S. Department of Labor
Employment and Training Administration
Room 10225
601 D Street, N.W.
Washington, D.C. 20213

Appendix C

Journals with Articles on Supported Work and Transitional Employment

American Journal of Mental Deficiency, American Association for Mental Deficiency Publications Office, 49 Sheridan Avenue, Albany, New York 12210.

American Vocational Journal, American Vocational Association, 1510 H Street, N.W., Washington, D.C. 20005.

Counseling and Values, American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.

The Deaf American, National Association of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910.

Disabled - U.S.A., President's Committee on Employment of the Handicapped, Washington, D.C. 20210.

Easter Seal Communicator, National Easter Seal Society for Crippled Children and Adults, 2023 W. Ogden Avenue, Chicago, Illinois 60612.

Education and Training of the Mentally Retarded, Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

Education of the Visually Handicapped, Publications Office, 919 Walnut Street, 4th Floor, Philadelphia, Pennsylvania 19107.

Exceptional Children, Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

The Exceptional Parent, Psy-Ed Corporation, P.O. Box 101, Back Bay Annex, Boston, Massachusetts 02117.

Journal for Special Educators of the Mentally Retarded, American Association of Special Educators, 107-20 125th Street, Richmond Hill, New York 11419.

Journal of Applied Rehabilitation Counseling, National Rehabilitation Counseling Association, 1522 K Street, N.W. Washington, D.C. 20005.

Journal of Career Education: Focus on Vocational Education, Department of Practical Arts and Vocational Technical Education. University of Missouri, Columbia, Missouri 65201.

Journal of Developmental Disabilities, Educational Services, Inc., Box 8470, Gentilly Station, New Orleans, Louisiana 70182.

Journal of Hearing and Speech Disorders, American Speech and Hearing Association, 9030 Old Georgetown Road, Washington, D.C. 20014.

Journal of Learning Disabilities, Executive Office, The Professional Press, Inc., 5 North Wabash Avenue, Room 1410, Chicago, Illinois 60602.

Journal of Rehabilitation, National Rehabilitation Association, 15222 K Street, N.W., Washington, D.C. 20005.

Journal of Rehabilitation of the Deaf, Executive Secretary, Professional Rehabilitation Workers with the Adult Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910.

Journal of Vocational Special Needs Education, Division of Occupational and Vocational Education, North Texas State University, P.O. Box 13857, Denton, Texas 76203-3857.

Mental Retardation, American Association on Mental Deficiency, Publication Sales Office, 49 Sheridan Avenue, Albany, New York 12210.

Occupational Outlook Quarterly, United States Department of Labor, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20009.

Program for the Handicapped, U.S. Department of Health, Education, and Welfare, Office for Handicapped Individuals, Washington, D.C. 20201.

Rehabilitation Record, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Teaching Exceptional Children, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

References

Botterbusch, K. F. (1983). Short-term vocational evaluation. Menomonie, WI: Materials Development Center.

Como, P., & Hagner, D. (1985) Community work development. Menomonie, WI: Materials Development Center.

Jageman, L. W., & Myers, J. E. (1986). Counseling mentally retarded adults. Menomonie, WI: Materials Development Center.

Elder, J. K., Conley, R. W., & Noble, J. H., Jr. (1986). The service system. In W. Kiernan & J. Stark (Eds.), Pathways to employment for adults with developmental disabilities (pp. 60-61). Baltimore, MD: Paul H. Brookes Publishing Co.

Glasser, W. (1965). Reality therapy: A new approach to psychiatry. New York, NY: Harper & Row.

McCormick, E. J. (1979). Job analysis: Methods and applications. New York, NY.

Mank, D. M., Rhodes, L. E., & Bellamy, G. T. (1986). Four supported employment alternatives. In W. Kiernan & J. Stark (Eds.), Pathways to employment for adults with developmental disabilities (pp. 139-153). Baltimore, MD: Paul H. Brookes.

Meers, G. D. (1980). Handbook of special vocational needs education. Rockville, MD: Aspen Systems.

Miller, S. R., & Schloss, P. J. (1982). Career-vocational education for handicapped youth. Rockville, MD: Aspen Systems.

Moon, S., Goodall, P., Barcus, M., & Brooke, V., (Eds.). (1986). The supported work model of competitive employment for citizens with severe handicaps: A guide for job trainers. Richmond, VA: Virginia Commonwealth University Rehabilitation Research and Training Center.

Rudrud, E. H., Ziarnik, J. P., Bernstein, G. S., & Ferrara, J. M. (1984). Proactive habilitation. Baltimore, MD: Paul H. Brookes.

Scolnik, L. J. (1986). Job placement and support services: An individual-supported competitive employment model job trainer manual. Columbia, MD: Association for Retarded Citizens, Howard County.

Sweetland, R. C., & Keyser, D. J. (1986). Tests (2nd ed.). Kansas City, MO: Test Corporation of America.

U.S. Employment Service. (1980a). Manual for the USES General Aptitude Test Battery, Section II-A: Development of the occupational aptitude pattern structure. Washington, DC: Government Printing Office.

U.S. Department of Labor. (1977). The dictionary of occupational titles (4th ed.). Washington, DC: Government Printing Office.

U.S. Department of Labor. (1979). A guide to job analysis. Menomonie, WI: Materials Development Center.

U.S. Department of Labor. (1972). Handbook for analyzing jobs. Washington, DC: Government Printing Office.

Vogelsberg, R. T. Competitive employment programs for individuals with mental retardation in rural areas. Updated paper, Center for Developmental Disabilities, Burlington, VT.

Weisgerber, R. A., Dahl, P. R., & Appleby, J. A. (1980). Training the handicapped for productive employment. Rockville, MD: Aspen Systems.

Whitehead, C. L. (1986). Employment opportunities of the future for persons with developmental disabilities. Unpublished Paper, Employment Related-Services for Persons with Developmental Disabilities, Washington.